AMHERST COLLEGE

2001-02 CATALOG

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Amherst College

2001-02 Catalog

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College Calendar

2001

August 26, Sunday. Orientation begins for new students, first-year residences open.

August 30, Thursday. Residences open for Sophomores, Juniors, and Seniors.

September 4, Tuesday. First semester classes begin.

September 8, Saturday. Monday classes held.

September 14, Friday. Last day for first semester course changes.

October 6-9, Saturday-Tuesday. Midsemester break.

October 19-21, Friday-Sunday. Homecoming Weekend.

November 1, Thursday. Deadline for off-campus housing applications for spring semester.

November 2-4, Friday-Sunday. Family Weekend.

November 17-25, Saturday-Sunday. Thanksgiving vacation.

December 1, Saturday. Deadline to request extension of housing after Dec. 20.

December 11, Tuesday. Last day of first semester classes.

December 15-19, Saturday-Wednesday. First semester examination period.

December 20, Thursday. Winter recess begins, residences close at 5 p.m., deadline for '02Es to vacate rooms.

2002

January 6, Sunday. Winter recess ends, beginning of Interterm, student residences open at 9 a.m.

January 11, Friday. Deadline for students leaving for spring semester to vacate rooms.

January 18, Friday. Students returning to campus after being away fall semester may access housing beginning at 9 a.m.

January 25, Friday. Interterm ends.

January 28, Monday. Second semester classes begin.

February 8, Friday. Last day for second semester course changes.

March 15, Friday. Deadline for off-campus housing applications for fall semester.

March 16-24, Saturday-Sunday. Spring recess.

May 10, Friday. Last day of second semester classes.

May 13-17, Monday-Friday. Second semester examination period.

May 18, Saturday. Dormitories close at 5 p.m. for non-graduating students.

May 26, Sunday. Commencement.

This calendar is available online at www.Amherst.edu/~pubaff/calendar.html

I

THE CORPORATION
FACULTY
ADMINISTRATIVE AND PROFESSIONAL OFFICERS

Tommy
Jeans

The Corporation

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†On leave first semester 2001-02.
‡On leave second semester 2001-02.

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Adjudication. Professors Abiodun, Caplan, A. George, Hunt, Marshall, L. McGeoch, Velleman, and Woodson.

Admission and Financial Aid. Professors Cox, Dougan, Sarat, and Townsend (Chair); Deans Case (*ex officio*), Fretwell (*ex officio*), Lieber (*ex officio*), Parker (Secretary, *ex officio*), and Raskin (*ex officio*); two students to be elected, two students to be appointed by the Dean of Admission.

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College Council. Professors Parker (Chair), Machala, and Turgeon; Deans Boykin-East, Haynes, and Lieber (*ex officio*); four students to be elected; President of Student Government Organization (*ex officio*).

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Educational Policy. Professors Cheney, de la Carrera (first semester), Demorest (second semester), Douglas (second semester), Goheen (first semester), Peterson, and Williamson; three students to be elected.

Faculty Computer. Professors Ferguson, Rogowski, and Umphrey; Mr. Fitz.

First-Year Seminars. Professors Dizard, Rosbottom, and Sandweiss (Chair).

Health and Safety. Professors Belt, Morgan, and Upton; Dean Lieber (Chair); Mses. Bearce and Bryne; Dr. Clapp; Messrs. Brassord, Carter, and R. Hebert; two students to be elected.

Health Professions. Professors Burkett, Ewald, S. George (Chair), and Hall; Dean Bassett (*ex officio*).

Honorary Degrees. Professors de la Carrera (first semester) and Servos; four students to be elected.

Lecture and Eastman Fund. Professors Armacost, Sanderson, Stavans (Chair), and Temeles (first semester).

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Physical Education and Athletics. Professors Denton and Gooding (Chair); Mses. Bagwell and Everden; Mr. Hixon; Dean Lieber (*ex officio*); Dr. Clapp (*ex officio*); two students to be elected.

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II

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Amherst College

AMHERST COLLEGE looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of the College's curriculum. The College seeks qualified applicants from different races, classes, and ethnic groups, students whose several perspectives might contribute significantly to a process of mutual education within and outside the curriculum. Admission decisions aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline, and imagination that will allow them most fully to benefit from the curriculum and to contribute to the life of the College and of society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the individual's secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative.

Founded in 1821 as a non-sectarian institution for "the education of indigent young men of piety and talents for the Christian ministry," Amherst today is an independent liberal arts college for men and women. Its approximately 1,650 students come from most of the fifty states and many foreign countries.

The campus is near the center of the town of Amherst, adjacent to the town common. A few miles away are four other institutions of higher learning—Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts—with which Amherst engages in a number of cooperative educational programs.

The College offers the bachelor of arts degree and cooperates with the University of Massachusetts in a Five College Ph.D. program. The College curriculum involves study in the humanities, the social sciences, and the natural sciences and combines a broad education with knowledge of some field in depth. Emphasis falls upon each student's responsibility for the selection of an appropriate program.

Some students may engage in independent study free of formal courses in their junior and senior years; Honors work is encouraged and in recent years has been undertaken by nearly half of the graduation class.

Whatever the form of academic experience—lecture course, seminar, conference, studio, laboratory, independent study at various levels—intellectual competence and awareness of problems and methods are the goals of the Amherst program, rather than the direct preparation for a profession. The curriculum enables students to arrange programs for their own educational needs within established guidelines. Faculty advisors, representing all academic departments, assist undergraduates in their course selections; but the ultimate responsibility for a thoughtful program of study rests with the individual student.

The College's Faculty is engaged in two primary activities: first, the education of undergraduates; and, second, research and writing. Its 165 full-time members hold degrees from colleges and universities throughout this country and abroad. Classes range in size from several courses of about five students to a few lecture courses of more than 100 students; about 80 percent of the classes and sections have 25 students or fewer.

Amherst has extensive physical resources: libraries with more than 900,000 volumes and over 29,000 other media materials, science laboratories, a mathematics and computer science building, theaters, gymnasium, swimming pool, skating rink, squash and tennis courts, playing fields, a museum of fine arts and another of natural sciences, a music center and concert hall, a dance studio, a central dining hall for all students, a campus social center that includes a snack bar and movie theater, dormitories, media center, and classroom buildings. There are a wildlife sanctuary and a forest for the study of ecology, an observatory and a planetarium, and varied equipment for specialized scientific research. At Amherst, and at its neighboring institutions, there are extensive offerings of lectures, concerts, plays, films, and many other events.

The College provides a variety of services to support the academic work of students. In addition to the advising and teaching support provided by the Faculty, the services include a tutorial program, reading and study skill classes, an Interterm pre-calculus course, a full-time writing counselor, and tutoring for students for whom English is a second language. For more details, please contact the Office of the Dean of Students.

Amherst has a full schedule of intercollegiate athletics for men and women in most sports. About 85 percent of all students participate in the physical education program or in organized intramural athletics.

Undergraduates may also take part in a variety of other extracurricular activities: journalism, public service, publishing, broadcasting, music, dramatics, student government, College committees, and a wide assortment of specialized interests. Religious groups, working independently or through the religious advisors, maintain a program of worship services, Bible study, community service projects, and other activities.

Most graduates continue their formal education to enter such professions as teaching, medicine, law, and business. At Amherst, presumably they have only begun their life-long education at "commencement," but have developed attitudes and values that will encourage them to participate thoughtfully and generously in the service of humanity.

Amherst College is pleased to provide the following information regarding our institution's graduation rates in compliance with the Higher Education Act of 1965, as amended. The rates reflect the graduation status of students who enrolled during the 1994-95 school year and for whom 150% of the normal time-to-completion has elapsed.

During the fall semester of 1994, 418 first-time, full-time, degree-seeking undergraduate students entered Amherst College. As of August 31, 2000, 96% of those students had graduated from our institution.

Questions related to this report should be directed to: Gerald M. Mager, Registrar and Director of Institutional Research, Amherst College, Box 5000, Amherst, MA 01002-5000.

FIVE COLLEGE COOPERATION

Amherst is joined with Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts in a consortium that sponsors a variety of cooperative programs and enterprises. The goal of cooperation among the five colleges is to enrich the educational opportunities available to students by providing them with access to the resources of all five institutions.

Students are entitled to participate in a course interchange program which allows them to construct up to one half of their program from liberal arts courses at the four other colleges without additional cost. (See page 63 for further information.) Also freely available to students are the libraries of each institution. The present and continuing emphasis of the Five College Libraries is on the sharing and enhancement of total resources and services.

A monthly calendar of lectures, concerts and other cultural events on all five campuses is published and distributed to the Five College community. Access to classes, libraries, and extracurricular activities is made feasible by a free transportation system connecting all five campuses.

An FM radio station (WFCR 88.5) is supported by all five colleges. It is managed by the University with the advice of a board made up of representatives of the cooperating institutions. The five colleges also cooperate in sponsoring *The Massachusetts Review*, a quarterly of literature, the arts, and public affairs.

Academic cooperation includes two joint departments—Astronomy and Dance—and coordinated programs in African-American Studies, East Asian Studies, Latin American Studies and Linguistics. Joint faculty appointments make possible the presence of talented professors in highly specialized areas. Five College senior appointments bring to the area distinguished international figures, listed on pages 311-317.

EXCHANGE PROGRAMS AND STUDY ABROAD

The College encourages students to participate in educational programs at other institutions in the United States and abroad. In addition to the following programs sponsored or co-sponsored by Amherst, students may participate in programs offered by other American or foreign institutions. For further information and guidelines concerning educational leave from the College, see page 54.

Selected students may participate in Independent Study projects under guidance from a teacher at Amherst College without enrollment at host institutions and may pursue their studies elsewhere in the United States or abroad.

The Twelve College Exchange

Within the Northeast, the College has special exchange arrangements with Bowdoin, Connecticut, Dartmouth, Mount Holyoke, Smith, Trinity, Vassar, Wellesley, Wheaton, and Williams Colleges, and Wesleyan University, which together form the Twelve College Exchange Program. This arrangement gives students who wish to take advantage of special programs not available in the Five College area, or who wish to experience a similar, but different, college environment, the opportunity to do so with the minimum of difficulty. Further information is available from the Twelve College Exchange coordinators of the participating colleges. The coordinator for Amherst College is Assistant Dean of Students Frances Tuleja.

The Williams College-Mystic Seaport Program in American Maritime Studies

This program is available to undergraduate participants through the Twelve College Exchange program. Its purpose is to provide undergraduates with the opportunity to focus one semester of their studies on man's relationship with the sea. Further information is available in the Office of the Dean of Students.

The National Theatre Institute

Through a Twelve College Exchange arrangement, undergraduate participation in the program of the National Theatre Institute, Waterford, Conn., is possible. Further information is available in the Office of the Dean of Students.

The Associated Kyoto Program

The Associated Kyoto Program, sponsored by Amherst and 14 other institutions, is hosted by Doshisha University in Kyoto, Japan. It emphasizes direct and intensive contact with the Japanese and aims to develop in students an understanding of Japan's culture, history, language, and contemporary problems. The program carries credit equivalent to a full academic year's course work. About fifty students are admitted each year, with applicants from member institutions receiving priority. Information can be obtained from Professors Ray A. Moore or Wako Tawa or the Study Abroad Advisor.

Göttingen Exchange

Amherst maintains a student exchange program with Göttingen University in Germany. Each year, upon application to the Department of German, two Amherst students are selected to attend Göttingen for a full academic year. In return, Amherst accepts two Göttingen students to study at the College and to serve as Language Assistants in the German Department. Details about the exchange programs may be obtained from the Department of German.

Doshisha University

THE COLLEGE'S relationship with Doshisha University offers various opportunities for students and faculty to study, to research, and to teach in Japan. Located in Japan's ancient imperial capital of Kyoto, The Doshisha was founded by Joseph Hardy Neesima of the Class of 1870, the first Japanese to graduate from a Western institution of higher learning. Neesima stowed away aboard a clipper ship from Japan while that country was still officially "closed." From the China Coast he eventually arrived in 1865 aboard a ship owned by Alpheus Hardy, who was a trustee of both Phillips Academy, Andover, and Amherst College.

After graduating from both Andover and Amherst, Neesima returned to Japan to found a Christian college in Kyoto. From this modest start The Doshisha has developed into a complex of educational institutions: Doshisha University, a separate Women's College, four senior and four junior high schools and a kindergarten, with a total enrollment of approximately 32,000 on five different campuses. The Doshisha is one of the oldest and best known private educational institutions in Japan.

Scores of Amherst graduates have taught at The Doshisha, and since 1922, except for the war years, Amherst has maintained a resident instructor at Doshisha University. Since 1947 until his retirement in 1992, Professor Otis Cary of the Class of 1943 represented Amherst College at Doshisha, taught American history at the University, and served in a number of other capacities. Currently, Professor Hideo Higuchi is acting as our Amherst representative.

Through the generosity of alumni and friends of the College, Amherst House was built on the Doshisha University campus in 1932 as a memorial to Neesima and to Stewart Burton Nichols of the Class of 1922, the first student representative. In 1962, the College, thanks to further generosity of friends and alumni, built a guest house of modern Japanese design, including quarters for the Representative, three guest suites, and dining facilities. In 1979 a traditional rustic teahouse, *Muhinshuan*, was donated by the family of a Japanese alumnus and rebuilt in a corner of the Amherst House grounds, lending cultural atmosphere appropriate to Kyoto.

In 1971 the College took the lead in organizing the Associated Kyoto Program (AKP), a junior-year program at Doshisha University for Amherst students and others who wish to pursue the study of Japanese language, culture, and history. This program offers the main avenue today for both student and faculty contact with Doshisha University. With offices on Doshisha's main campus since 1971, the AKP, sponsored by 16 American liberal arts colleges, has hosted more than 1,000 American undergraduates for a year of study in Kyoto and has awarded more than 40 fellowships to American and Japanese faculty to participate in educational exchange for periods of one or two semesters. Opportunities for faculty participation in the AKP are announced in the spring semester every year. Also, since 1958, a graduating Amherst College Senior has been selected annually as the Amherst-Doshisha Fellow to spend a year at Doshisha University.

Since 1976 an arrangement with Doshisha University has been established which permits a member of one of the six Faculties (Theology, Letters, Law, Economics, Commerce, Engineering) to spend a year's leave at Amherst.

The Folger Shakespeare Library

THE FOLGER SHAKESPEARE LIBRARY in Washington, D.C., was established in 1932 under the governance of The Trustees of Amherst College by the will of Henry Clay Folger, Class of 1879, and his wife, Emily Jordan Folger. The Folgers' original collection of Shakespeareana remains the largest and most complete in existence today. Subsequent acquisitions have enabled the Library now to claim the largest accumulation of English language publications from 1475 to 1640 outside of England, as well as other important Continental Renaissance materials. Folger holdings span a broad range of subjects and include books, manuscripts, documents, paintings, illustrations, tapestries, furnishings, musical instruments, musical scores, and curios from the Renaissance and theater history.

Located one block from the U.S. Capitol, next to the Library of Congress, the Folger collection is housed in a landmark building widely considered among the loveliest in the nation's capital. Inside its elegant art deco marble exterior is an Elizabethan great house with vaulted ornamental plaster ceilings, richly panelled walls, stone and tile floors, and windows of leaded and stained glass. Scholars from all over the world use the Reading Room, modeled after a Tudor banqueting hall, and its luminous modern addition, which opened in 1983. Beneath the Reading Room are two block-long subterranean vaults where the collection is stored. Exhibitions from the collection are mounted in the Great Hall, a Tudor long gallery that is open to the public without charge six days a week. An adjacent theater, designed after an Elizabethan innyard playhouse, is the home of a rich and varied season of public and educational programs.

The Folgers intended the Library to be an active educational center "for the promotion and diffusion of knowledge in regard to the history and writings of Shakespeare." Today the Library serves not only as a resource for scholars, but also as a cultural center presenting a full calendar of public concerts, literary readings, lectures, theatrical productions, and other events during the year; as an academic institution offering more than a dozen advanced seminars under the auspices of the Folger Institute; and as a center for the pre-college teaching of Shakespeare in American schools. Over 200,000 visitors attend exhibitions and events at the Folger each year. Thousands more enjoy the national broadcasts of the Folger Consort, which is in residence at the Library. Others refer to the Library's monographs, the *Shakespeare Quarterly*, and the Folger edition of the complete plays, in progress.

FOLGER LIBRARY OFFICERS

Werner L. Gundersheimer, Ph.D., *Director*
Jane B. Kolson, M.P.A., *Director of Development*
Richard J. Kuhta, M.A., M.L.S., *Librarian*
Barbara A. Mowat, Ph.D., *Director of Academic Programs*
Janet Alexander Griffin, M.A., *Director of Education and Public Programs*
Melody P. Fetske, C.P.A., *Director of Administrative Services/Controller*

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III

ADMISSION

TUITION AND FEES

FINANCIAL AID

Admission

Amherst College looks, above all, for men and women of intellectual promise who have demonstrated qualities of mind and character that will enable them to take full advantage of our curriculum. We seek qualified applicants from different races, classes and ethnic groups—students whose several perspectives might contribute significantly to a process of mutual education within and beyond the curriculum.

We aim to select from among the many qualified applicants those possessing the intellectual talent, mental discipline and imagination that will allow them most fully to benefit from the curriculum and contribute to the life of the college and society. Grades, standardized test scores, essays, recommendations, independent work, the quality of the secondary school program and achievements outside the classroom are among the factors used to evaluate this promise, but no one of these measures is considered determinative. How they intersect makes the difference.

THE ADMISSION PROCESS

We take great care to give every application a thorough review. Each application is read by at least two admission deans before being presented to the Admission Committee for discussion. We pay closest attention to a student's:

- secondary school (or college) transcript;
- standardized tests: the SAT I or ACT plus three SAT II exams;
- teacher and counselor recommendations;
- quality of writing as demonstrated in essays, testing and recommendations;
- extra- and co-curricular involvements and talents.

We give the greatest weight to the academic transcript. The rigor of the courses taken, the quality of grades and the consistency with which a student has worked over four years give us the clearest indication of how well a student will do at Amherst. Standardized tests also play an important role in helping us evaluate a student in comparison to students taught in very different secondary schools. Recommendations, the quality of a student's writing, and extra- and co-curricular talents also help the Admission Committee draw fine distinctions among very talented applicants.

FIRST-YEAR APPLICANTS

Applying. We require first-year applicants to submit the Common Application and the Amherst College Common Application Supplement by the appropriate application deadline. Applicants may mail in their applications or submit their applications electronically. If an applicant chooses to mail in an application, we ask that the applicant submit our Pre-Application with a $55 processing fee or fee-waiver request at least two weeks prior to the chosen application deadline. Sometime after that, but before the appropriate deadline, applicants should submit the Common Application, the Amherst Common Application Supplement, and all supporting materials. We will mail these forms upon request, or they may by downloaded from the Office of Admission Website. Students may access an online version of Amherst's application from our Website (www.amherst.edu/admission) as well. We automatically mail applications to all seniors on our mailing list.

Regular Decision. More than 90 percent of our applicants choose the Regular Decision option. A student must mail the application by December 31 and will receive our application decision by early April. If admitted, a student will need to reply to our offer by May 1.

Early Decision. About 10 percent of Amherst applicants choose our binding Early Decision (ED) program. This is a good option only for those who have decided early in the college search process that Amherst is their clear first choice. As an Early Decision applicant, a student agrees not to be an ED candidate at any other college. The student also agrees, if admitted, to withdraw Regular Decision applications from other colleges and to enroll at Amherst in the fall.

Early Decision applications are due at the Admission Office by November 15, and we mail our application decisions by December 15. Most ED applicants are either admitted or deferred for reconsideration with the regular decision pool.

IB, AP and College Courses. If a student has taken International Baccalaureate, Advanced Placement or college courses during secondary school, we view this as significant evidence of academic accomplishment and preparation. In addition, some Amherst departments will allow a student to forego introductory-level courses in areas in which rigorous work has already been done. However, we do not accept such courses for credit or advanced standing.

Deferred Admission. An admitted student may, with permission from the Director of Admission, defer matriculation for a year without reapplying.

TRANSFER APPLICANTS

A student is eligible for transfer admission to Amherst if a minimum of 30 semester hours of credit transferable to Amherst College have been completed as a full-time student at a college or university. We also recommend that a transfer student schedule an interview with an admission dean. We do not accept applications from individuals who have already earned an undergraduate degree. Five College students are not encouraged to transfer to Amherst.

We ask transfer students to submit the Amherst College Transfer Application (the Common Application is not accepted for this purpose) with a $55 application processing fee. We will mail our application upon request. Students may access an online version of our transfer application from the Office of Admission Website. Fall transfer applicants must mail the application by February 1 and will receive our response late in May. If admitted, fall transfer students must reply to our offer in early June. Spring transfer applicants must ensure that the application arrives at the Admission Office no later than November 1. An application decision will be mailed in late December. If admitted, spring transfer students must respond to our offer promptly.

INTERNATIONAL APPLICANTS

We welcome applications from international students. Currently, some 10 percent of our students are international—one half of them non-U.S. citizens and the other half a combination of U.S. dual citizens, U.S. permanent residents, and U.S. citizens living or raised abroad. Our Admission Committee is familiar with various education systems around the world.

Regardless of citizenship or geographic location, international students should follow the same first-year or transfer application process required of any other student. Please note that Amherst College is not "need-blind" for non-U.S. citizens or non-U.S. permanent residents requesting financial aid.

If English is not an international student's first language, we ask that the Test of English as a Foreign Language (TOEFL), the SAT II English Language Proficiency Test (ELPT), the Michigan English Language Assessment Battery (MELAB) or the AP International English Language (APIEL) test be taken. The same standardized tests (SAT I/ACT and SAT II) required of all other applicants are also required of international students.

VISITING STUDENTS

A limited number of places are available in the spring semester for full-time visiting students. A student is eligible for visitor status if the student is currently enrolled in college and has completed at least one year of full-time college work. The Amherst College Visiting Student Application should be submitted with a $55 processing fee. Applications are mailed upon request. It must arrive at the Admission Office no later than December 1, and an application decision will then be mailed in late December. If admitted, visiting students must respond to our offer promptly.

For further information please contact:
Office of Admission
Amherst College
P.O. Box 5000
Amherst MA 01002-5000
413-542-2328
413-542-2040 (fax)
admission@amherst.edu
www.amherst.edu/admission

For sending express mail requiring a street address:
Office of Admission
Amherst College
220 S Pleasant St
Amherst MA 01002-5000

Tuition and Fees

A CANDIDATE'S formal application for admission should be accompanied by a $55 application fee in check or money order payable to Amherst College. Upon notification of admission to the College a candidate is required to return with his or her acceptance a non-refundable advance payment of $400 which will be credited in full on the first term bill.

Comprehensive Fee (Tuition, Room, Board)	$33,860
Student Activities Fee	344
Residential Life Fee (not required of off-campus residents)	104
Campus Center Program Fee	50
Student Health Insurance (optional)	420
	$34,778

The first semester bill in the amount of $17,599 is mailed to all parents in July and is due and payable on or before August 10, 2001. The second semester bill totaling $17,179 is mailed in December and is due and payable on or before January 11, 2002. All College scholarships, Key Education Resources Payment Plan, and any other cash payments received prior to mailing will appear as credits on the bill.

The fee for the support of various activities of the student body for 2001-02 is determined by the Student Allocations Committee. The $344 fee is turned over to the Student Allocations Committee for disbursement to more than forty student organizations, clubs, special interest groups and activities. Six dollars of the fee helps to underwrite the Five College Performing Arts Program. This cooperative program entitles students at Amherst College (as well as students at Smith, Hampshire and Mount Holyoke Colleges and the University of Massachusetts) to receive a one-half price ticket discount for all Fine Arts Center sponsored programs. The fee also contributes to the support of the student newspapers, magazines, radio station, yearbook, tutorial and hospital service commitment and student government. In addition to the Student Activities Fee, there is a $104 Residential Life Fee and a $50 Campus Center Program Fee which are used to promote all campus programs.

The charge of $420 appears on the comprehensive bill for twelve months of Accident and Sickness Insurance for the period August 15, 2001, through August 15, 2002. Any clinical services provided on campus at the Amherst College Student Health Service are covered by the comprehensive fee for all Amherst College students. Further details concerning the Student Health Services and the Student Health Insurance Plan appear in the Amherst College Student Handbook.

Each new student, or former student reentering, is charged a $175 guarantee deposit, which is refundable after graduation or withdrawal from college, less any unpaid charges against his or her account.

Miscellaneous charges such as fees for late registration, extra courses, library fines, lost or damaged property, etc., are payable currently when incurred.

Payment Plans

For those who wish the convenience of monthly payments, arrangements have been made for both pre-payment plans and loan plans, including insurance for continued payment in case of death or disability of the parent. For further details write to: Key Education Resources, 745 Atlantic Avenue, Boston, MA 02111.

Tuition Changes

Despite every effort to maintain College fees at the lowest possible level, it has been necessary to increase the tuition fee at Amherst in each of the past 22 years. Therefore, students and their parents are advised that such increases may well be necessary in subsequent years. The College attempts to notify students of tuition changes as early as possible during the preceding academic year. Financial aid awards will be based on the schedule of fees in effect during the year of the award. Students who may require financial aid as the result of tuition changes are eligible to make application whenever necessary.

Refund Policy

In case of withdrawal before the opening day of a semester, all charges except the Advanced Tuition Deposit will be cancelled. (See also Conduct, page 49.)

Refund of payment for or credit on student accounts in the event of withdrawal are as follows:

TUITION

Period of attendance calculated from day of first scheduled classes:

Fall semester		
Prior to September 3		$13,380
September 4-14	90%	12,042
September 15-30	50%	6,690
October 1-27	25%	3,345
October 28 or later		no refund
Spring semester		
Prior to January 28		$13,380
January 29-February 8	90%	12,042
February 9-25	50%	6,690
February 26-March 23	25%	3,345
March 23 or later		no refund

ROOM AND BOARD

Refund shall be made on a per diem basis for any student who withdraws voluntarily or who is dismissed from the College during a semester.

SCHOLARSHIP GRANTS

Scholarship grants are cancelled in full when determining cash refunds.

The officer having general supervision of the collection of tuition and fees and refund policy is the Comptroller.

Financial Aid

IN a sense, every student at Amherst College is on scholarship. Beginning in September 2001, the comprehensive charge for tuition, room and board will be $33,860 and yet the education of each student costs the College more than $53,500 per year. General endowment income, gifts and grants to the College supply the difference.

For those students who cannot afford the regular charge, financial aid is available from a variety of sources. Through the years, alumni and friends of the College have contributed or bequeathed capital funds with the income to be used for scholarship and loan assistance to worthy students. Some, such as those designated for candidates for the ministry or for students from certain geographical areas, are restricted in use. For the most part, however, the income from these funds may be used at the discretion of the College.

Each year the alumni of the College through the Alumni Fund contribute a substantial sum for scholarship and financial aid purposes. Several Amherst Alumni Associations also provide special regional scholarships to students from their areas. Such awards are currently sponsored by the Chicago, Connecticut, New York City, Northern California, Northern Ohio, St. Louis, Southern California, and Washington, D.C. Associations. Without these alumni contributions, the College could not maintain its present financial aid program.

Additional financial aid is available to Amherst students from sources outside the College. A number of foundations and corporations grant funds which the College distributes on the basis of financial need. The College also participates in the Federal Work-Study, Pell Grant, Supplemental Educational Opportunity Grant, Direct Stafford/Ford Loan, Perkins Loan, and Direct Parent Loan for Undergraduate Students programs.

Amherst College has a broad financial aid program in which scholarship grants, loans and student employment all play an important part. Over two-fifths of the students receive scholarship grants; more than one-half receive loan and employment assistance.

FINANCIAL AID POLICY AND PROCEDURE

The College grants financial aid only in cases of demonstrated financial need. Students' financial needs are calculated by subtracting from estimated academic year expenses the amount which they and their families may reasonably be expected to supply. Academic year expenses include tuition, room, board and fees, and allowances for books and personal expenses and for transportation. The family contribution is computed in accordance with the need analysis procedures of the College Scholarship Service and amended in individual cases by Amherst College policy. In awarding federal financial aid, the College determines eligibility according to the procedures specified in the Higher Education Act of 1965, as amended. The College assumes that students will assist in financing their education through summer employment and part-time jobs during the college year.

Financial aid awards are generally a combination of scholarship grant and self-help opportunities. Under normal circumstances, after allowances have been made for parental contributions and student contributions from savings and income (usually from summer employment), as much as $4,950 of an applicant's demonstrated need will be met with a combination of college-year employment and long-term, moderate-interest loans. Within the resources of the

College, a student may expect to receive scholarship and grant aid to cover remaining financial need. Student loans require no payment of principal before graduation from Amherst. The loans are typically repayable on a monthly basis within a ten-year period at a moderate rate of simple interest. Repayment may be deferred for graduate school, and there are various other provisions for deferment and, in some cases, cancellation of student loans.

Receipt of scholarship grants is not contingent upon acceptance of a loan; many students prefer to earn more money during the summer or at college so that not so large a loan is needed. Conversely, students who are unable to meet the summer-earning expectation by reason of unusual circumstances or educational summer-time opportunities or who find it difficult to undertake campus employment may petition for an increase in loan to cover the difference. Outside scholarship awards will be used first to reduce the expected loan and employment parts of a financial aid award. Any excess outside aid may reduce the Amherst scholarship amount, in accordance with the recipient's financial need.

APPLYING FOR FINANCIAL AID

Application for financial aid should be filed by the candidate at the same time as the application for admission, in no case later than the indicated deadlines. Notification of financial aid awards will be made shortly after the time of admission to the College.

To apply for financial aid from the College, a candidate must submit a Financial Aid PROFILE form, to be completed by the candidate and, if dependent, his or her parents and submitted to the College Scholarship Service (CSS) no later than February 1. Supplemental information is required of candidates whose parents own or operate a business or farm, whose parents are separated or divorced, or who are independent of parents' support. Copies of income tax returns are required to verify family financial information. To obtain a Financial Aid PROFILE form, complete the registration process with CSS through the Internet (www.collegeboard.com), or by telephone ((800) 778-6888), or by means of ExPAN at participating secondary schools. Registration guides and worksheets are available from secondary schools or the Office of Financial Aid.

To apply for federal financial aid, a candidate should complete the Free Application for Federal Student Aid (FAFSA) and submit it according to its instructions. The FAFSA may be completed through the Internet (www.fafsa.ed.gov). About four to six weeks after submitting the FAFSA, the federal government will send a Student Aid Report to the candidate.

Candidates for admission under the Early Decision program who are also candidates for financial aid may obtain an early financial aid decision as well, if they have filed the Financial Aid PROFILE form by November 1.

Candidates for transfer who demonstrate financial need are eligible for all financial aid at Amherst College. To be considered, a candidate for transfer to Amherst for the fall semester must file the Financial Aid PROFILE form by February 15 (October 15 for the spring semester).

Students in the upper classes who desire renewal of their financial aid awards or who wish to apply for financial aid for the first time must file applications by April 25. Renewal forms may be obtained in the Office of Financial Aid and should be returned directly there. Students will receive notification of their financial aid awards in July.

WILLIAM M. PREST BEQUEST

The Faculty of Amherst College, at its meeting of February 29, 1972, passed by unanimous vote a resolution that:

> ... until such time as it votes to the contrary, the income and a portion of the principal of the Bequest of William M. Prest, Class of 1888, will be used to initiate new approaches to the problem of providing appropriate forms of financial assistance to Amherst College students.

First claim on the Prest funds goes to transfer students at Amherst, with special consideration to graduates of junior and community colleges. The balance of the income—and up to five percent of the principal—has been used to inaugurate the William M. Prest Loan Fund, a program of long-term loans at a moderate rate of interest with a graduated repayment schedule that reflects accurately the earnings expectation of college graduates.

STUDENT LOAN FUND

Through the generosity of friends of the College, the Student Loan Fund has been established from which small short-term loans may be made to students who require funds to meet personal emergencies or other needs for which financial aid funds may not be obtained. In accordance with the conditions set by the donors, use of the Student Loan Fund is limited to students in good scholastic standing whose habits of expenditure are economical. The New England Society's Student Loaning Fund (for New England residents) and the Morris Morgenstern Student Loan Fund provide special interest-free loans on the same short-term basis as other student loans.

ADDITIONAL FINANCIAL AID INFORMATION

A more detailed description of the financial aid program, "Financing Amherst," is available upon request from the Admission Office. Additional information is also available from the College's website at www.amherst.edu/~finaid. Questions about the financial aid policy of Amherst College should be directed to the Office of Financial Aid, Amherst College, P.O. Box 5000, Amherst, MA 01002-5000.

IV

GENERAL REGULATIONS
DEGREE REQUIREMENTS

General Regulations

TERMS AND VACATIONS

THE COLLEGE year 2001-02 includes two regular semesters, the first with 13 weeks and the second with 14 weeks of classes. In the fall semester is an October break and a Thanksgiving recess. After the Christmas recess, there is a January Interterm. In the spring semester there is a vacation of one week.

All official College vacations and holidays are announced on the College Calendar appearing at the beginning of this catalog.

The January Interterm is a three-week period between semesters free from the formal structures of regular classes, grades, and academic credit. It is, in essence, a time when each student may undertake independent study in a subject or area to which he or she might not have access during the normal course of the year.

Students may center their activities on the campus or elsewhere as they choose. They may read, write, paint, compose, or inquire into some question or concern as inclination, ingenuity, and resources permit. They may wish to explore further or more deeply a subject which has aroused their curiosity or about which they wish to know more.

CONDUCT

It is the belief of Amherst College that those engaged in education should be responsible for setting, maintaining, and supporting moral and intellectual standards. Those standards are assumed to be ones which will reflect credit on the College, its students, and its guests.

The College reserves the right to exclude at any time students whose conduct or academic standing it regards as unsatisfactory; in such cases fees are not refunded or remitted in whole or in part, and neither the College nor any of its officers consider themselves to be under any liability whatsoever for such exclusion.

All are expected to conduct themselves in a manner consistent with the principles set forth in the following three statements. Failure to do so may in serious instances jeopardize the student's continued association with the College.

A. STATEMENT OF INTELLECTUAL RESPONSIBILITY AT AMHERST COLLEGE

Preamble

Every person's education is the product of his or her own intellectual effort and participation in a process of critical exchange. Amherst cannot educate those who are unwilling to submit their own work and ideas to critical assessment. Nor can it tolerate those who interfere with the participation of others in the critical process. Therefore, the College considers it a violation of the requirements of intellectual responsibility to submit work that is not one's own or otherwise to subvert the conditions under which academic work is performed by oneself or by others.

Article I Student Responsibility

Section 1. In undertaking studies at Amherst College every student agrees to abide by the above statement.

Section 2. Students shall receive a copy of the Statement of Intellectual Responsibility with their initial course schedule at the beginning of each semester. It is the responsibility of each student to read and understand this Statement and to inquire as to its implications in his or her specific courses.

Section 3. Orderly and honorable conduct of examinations is the individual and collective responsibility of the students concerned in accordance with the above Statement and Article II, Section 3, below.

Article II Faculty Responsibility

Section 1. Promotion of the aims of the Statement of Intellectual Responsibility is a general responsibility of the Faculty.

Section 2. Every member of the Faculty has a specific responsibility to explain the implications of the statement for each of his or her courses, including a specification of the conditions under which academic work in those courses is to be performed. At the beginning of each semester all members of the Faculty will receive with their initial class lists a copy of the Statement of Intellectual Responsibility and a reminder of their duty to explain its implications in each course.

Section 3. Examinations shall not be proctored unless an instructor judges that the integrity of the assessment process is clearly threatened. An instructor may be present at examinations at appropriate times to answer questions.

B. STATEMENT ON FREEDOM OF EXPRESSION AND DISSENT

Amherst College prizes and defends freedom of speech and dissent. It affirms the right of teachers and students to teach and learn, free from coercive force and intimidation and subject only to the constraints of reasoned discourse and peaceful conduct. It also recognizes that such freedoms and rights entail responsibility for one's actions. Thus the College assures and protects the rights of its members to express their views so long as there is neither use nor threat of force nor interference with the rights of others to express their views. The College considers disruption of classes (whether, for example, by the abridgment of free expression in a class or by obstructing access to the place in which the class normally meets) or of other academic activity to be a serious offense that damages the integrity of an academic institution.

C. STATEMENT ON RESPECT FOR PERSONS

Respect for the rights, dignity and integrity of others is essential for the well-being of a community. Actions by any person which do not reflect such respect for others are damaging to each member of the community and hence damaging to Amherst College. Each member of the community should be free from interference, intimidation or disparagement in the work place, the classroom and the social, recreational and residential environment.

Harassment

Amherst College does not condone harassment of any kind, against any group or individual, because of race, religion, ethnic identification, age, handicap, gender or sexual orientation. Such harassment is clearly in conflict with the interests of the College as an educational community and in many cases with provisions of law.

Sexual Harassment

Amherst College is committed to establishing and maintaining an environment free of all forms of harassment. Sexual harassment breaches the trust that is expected and required in order for members of an educational community to be free to learn and work. It is a form of discrimination because it unjustly deprives a person of equal treatment. Sexual harassment can injure anyone who is subjected to it, regardless of gender or sexual orientation.

The College's policy on sexual harassment is directed towards behavior and does not purport to regulate beliefs, attitudes, or feelings. It is based on federal and state law, which prohibit certain specific forms of sexual harassment; on the College's Statement on Respect for Persons, which requires that a person's sex and sexual orientation be treated with respect; and on the following statement on sexual harassment passed by the Faculty on May 23, 1985:

> Unwelcome sexual advances, requests for sexual favors and other unwelcome verbal or physical conduct of a sexual nature constitute sexual harassment when: (1) submission to such conduct is made either explicitly or implicitly a term or condition of an individual's employment, academic work, or participation in social or extracurricular activities; (2) submission to or rejection of such conduct by an individual is used as the basis for decisions affecting the individual; or (3) such conduct has the purpose or effect of unreasonably interfering with an individual's work performance or creating an intimidating, hostile or demeaning working, academic or social environment.

The College believes that sexual harassment, besides being intrinsically harmful and illegal, also corrupts the integrity of the educational process.

Because it is possible for one person to act unintentionally in a manner that sexually harasses another, it is imperative that all members of the College community understand what kinds of behavior constitute sexual harassment. Hence, we provide here a general description of sexual harassment.

Sexual harassment occurs when one person attempts to coerce another into a sexual relationship, or to punish a refusal to respond to or comply with sexual advances. Attempts to subject a person to unwanted attention of a sexual character, sexual slurs or derogatory language directed at another person's sexuality or gender also can be forms of sexual harassment. Thus, sexual harassment can include a wide range of behavior, from the actual coercing of sexual relations to the forcing of sexual attentions, verbal or physical, on a non-consenting individual. It is also possible that sexual harassment can occur unintentionally when behavior of a sexual nature has the effect of creating a hostile environment. In some cases, sexual harassment is obvious and may involve an overt action, a threat, or reprisal. In other instances, sexual harassment is subtle and indirect, with a coercive aspect that is unstated.

Sexual harassment also occurs when a position of authority is used to threaten the imposition of penalty or the withholding of benefit unless sexual favors are granted, whether or not the threat is carried out. Sexual harassment, when it exploits the authority the institution gives its employees, or otherwise compromises the boundary between personal and professional roles, is an abuse of the power the College entrusts to them. The potential for sexual harassment exists in any sexual relationship between a student and a member of the faculty, administration or staff. Anyone in a position of authority should thoroughly understand the potential for coercion in sexual relationships between persons who are professionally affiliated. These relationships may involve persons in a position of authority over their colleagues (e.g., tenured faculty and nontenured faculty; administrators and staff); or they may involve those who teach, advise or supervise students.

Sexual harassment also takes the form of unwanted attention among peers. Sexual harassment by peers may have the purpose or effect of creating an intimidating, hostile, or demeaning environment. Sexual harassment by peers can occur between strangers, casual acquaintances, hall-mates, and even friends.

Because sexual harassment is a direct violation of the College's "Statement on Respect for Persons," Amherst College will seriously and thoroughly investigate any complaints of sexual harassment and will discipline those found guilty. Any student who believes she or he may be the victim of sexual harassment by a member of the faculty should consult the section on "Seeking Redress in Cases of Sexual Harassment" and "The Resolution of Student Grievances with Members of the Faculty or Administration" in the *Student Handbook.* The *Faculty Handbook* gives further information about grievance procedures. Any student who believes she or he may be the victim of sexual harassment by a peer should consult the student-student grievance procedures in the *Student Handbook.*

Consensual Sexual Relationships Between Faculty Members and Students

Experience has shown that consensual sexual relationships between faculty members and students can lead to harassment. Faculty members should understand the potential for coercion in sexual relationships with students with whom the faculty members also have instructional, advisory or supervisory relationships.

Even when such relationships do not lead to harassment, they can compromise the integrity of the educational process. The objectivity of evaluations which occur in making recommendations or assigning grades, honors, and fellowships may be called into question when a faculty member involved in those functions has or has had a sexual relationship with a student.

For these reasons, the College does not condone and, in fact, strongly discourages consensual sexual relationships between faculty members and students. The College requires a faculty member to remove himself or herself from any supervisory, evaluative, advisory, or other pedagogical role involving a student with whom he or she has had or currently has a sexual relationship. Since the absence of this person may deprive the student of educational, advising, or career opportunities, both parties should be mindful of the potential costs to the student before entering into a sexual relationship.

In cases in which it proves necessary, the Dean of Faculty, in consultation with the Dean of Students and the Chair (or Head) of the relevant department, will evaluate the student's situation and take measures to prevent deprivation of educational and advising opportunities. The appropriate officers of the College will have the authority to make exceptions to normal academic rules and policies that are warranted by the circumstances.

ATTENDANCE AT COLLEGE EXERCISES

It is assumed that students will make the most of the educational opportunities available by regularly attending classes and laboratory periods. At the beginning of the semester, all instructors are free to state the policy with regard to absences from their courses. Thereafter, they may take such action as they deem appropriate, or report to the Dean of Students the names of any students who disregard the regulations announced.

Students are asked to notify the Office of the Dean of Students if they have been delayed at home by illness or family emergencies. They are also requested to report any unusual or unexplained absences from the College on the part of any fellow students.

Students who have been attended at home by a physician should, on the day of their return, report their absence to the Office of the Dean of Students and submit a statement concerning their illness and any recommended treatment to the Student Health Office. Students who are ill at College will normally be attended at the College Health Service or will be referred to the University of Massachusetts Infirmary by the Staff Physician. It is assumed that all students not excused by the College physician are well enough to attend their regular classes.

The responsibility for any work missed due to an illness or other absence rests entirely upon the student.

Details about student health and medical programs are provided in the *Student Handbook.*

RECORDS AND REPORTS

Grades in courses are reported in three categories:

Passing Grades = A+, A, A–, B+, B, B–, C+, C, C–, D, Pass
Failing Grade = F.

Term averages and cumulative averages are reported on a 14-point scale rounded to the nearer whole number. The conversion equivalents are: A+ = 14, A = 13, A– = 12; B+ = 11, B = 10, B– = 9; C+ = 8, C = 7, C– = 6; D = 4, F = 1. A Pass does not affect a student's average.

Grade reports for D and F grades only will be sent to students after the end of the seventh week of classes each semester. A report of all grades and averages will be sent to each student at the end of each semester.

The academic records and averages of Amherst College students completing Five College Interchange courses at Hampshire, Mount Holyoke and Smith Colleges, and the University of Massachusetts will include these courses and grades; no separate transcripts are maintained at the other institutions for Amherst College students.

"Rank in class" will not be used, but transcripts and grade reports will be accompanied by a profile showing the distribution of cumulative averages for students of the same class level in the current and in the previous two years.

Student academic records are maintained by the Registrar's Office and are confidential; information is released only at the request of the student. Partial transcripts are not issued; each transcript must include the student's complete record at Amherst College to date. An official transcript carries an authorized signature as well as the embossed seal of Amherst College.

Transcripts of credit earned at other institutions, which have been presented to Amherst College for admission or transfer of credit, become a part of the student's permanent record but are not issued, reissued, or copied for distribution. With the exception of Five College Interchange courses, grades for courses that were transferred from other institutions are not recorded; credit only is listed on the Amherst transcript. Transcripts for all academic work at other institutions of higher education, including summer schools, should be requested directly from those institutions.

PASS/FAIL OPTION

Amherst College students may choose, with the permission of the instructor, a pass/fail arrangement in two of the 32 courses required for the degree, but not in more than one course in any one semester. The choice of a pass/fail alternative must be made within 14 days after the beginning of the semester and must have the approval of the student's advisor. No grade-point equivalent will be assigned to a "Pass," but courses taken on this basis will receive either a "P" or an "F" from the instructor, although in the regular evaluation of work done during the semester the instructor may choose to assign the usual grades for work submitted by students exercising this option. First-year students, who have the privilege of withdrawing from one course without grade penalty, and transfer students, who have the privilege of withdrawing from one course during their first semester at Amherst, must take no less than three graded courses in each semester.

EXAMINATIONS AND EXTENSIONS

Examinations are held at the end of each semester and at intervals in the year in many courses. At the end of each semester, final grades are reported and the record for the semester is closed. In conformity with the practice established by the Faculty, no extension of time is allowed for intraterm papers, examinations and incomplete laboratory or other course work beyond the date of the last scheduled class period of the semester, unless an extension is granted in writing by both the instructor and the Class Dean.

A student who is prevented by illness from attending a semester examination may be granted the privilege of a special examination by the instructor and the Class Dean, who will arrange the date of the examination with the instructor. There are no second or make-up semester examinations, unless a student is prevented by illness from taking such an examination at the scheduled time.

A semester examination may be postponed only by approval of the instructor and the Class Dean.

Only for medical reasons or those of grave personal emergency will extensions be granted beyond the second day after the examination period.

VOLUNTARY WITHDRAWALS AND EDUCATIONAL LEAVES

The College has traditionally recognized the educational and personal rewards that many students receive from a semester or two away from the campus. Some departments, especially language departments, strongly encourage or require that students majoring in their department study in a foreign country. Occasionally, faculty members, advisors, or deans may suggest that students withdraw from formal studies to gain fresh perspectives on their intellectual commitments, career plans, or educational priorities. Family circumstances, medical problems, declining motivation, and other factors commonly encountered by students may require that they remain away from the College for more than the usual College vacation periods. The College, therefore, encourages students to consider carefully their situations, to clarify their objectives, and to decide for themselves whether they should temporarily interrupt their study at the College and take voluntary withdrawals or go on educational leaves.

Students who wish to explore the advantages and disadvantages of voluntary withdrawals and educational leaves should confer with their class deans, College and departmental advisors, resident counselors and parents. Some students will also find it beneficial to discuss their situations and tentative plans with the Registrar, the Study Abroad Advisor, the foreign language departments, the Career Center and the Dean of Financial Aid.

Students who go on educational leave from the College usually do so during the junior year, although sophomore year educational leaves are permitted. It is expected that students will spend their senior year at Amherst. To receive academic credit for study elsewhere, students must perform satisfactorily in a full schedule of courses approved in advance by the Dean of Students Office, the Registrar, and the students' advisors. Students on educational leave from Amherst must enroll at other institutions as visiting non-degree students. (See also Transfer Policy statement on page 56.)

To ensure that students have ample time for changing their status with the College and to allow the College to maintain full use of its educational facilities, some minimum procedures and deadlines have been instituted. All students considering voluntary withdrawals or educational leaves for the fall semester must notify their class deans and advisors before March 15. Students who may be away from campus for the spring term should notify their dean and advisor before April 15 of the previous year. Students who fail to notify the dean of their plans prior to these deadlines will not be guaranteed housing for the semester in which they prefer to return. Educational leaves usually require a considerable amount of correspondence with other colleges and universities, especially in the case of foreign study. Therefore, students who may wish to go on educational leaves should begin discussing their plans at least a full semester before they expect to be enrolled in another institution.

Students considering educational leaves and withdrawals should also read the next section on Readmission.

Prior to the seventh week of any semester, students may choose to withdraw voluntarily without their final grades being recorded. However, unless granted exemptions for disabling medical reasons or grave personal emergencies by the Committee on Academic Standing or the class deans, students who withdraw after the seventh week of a semester will withdraw with penalty and have final grades for that semester recorded on their permanent academic records. Refunds of tuition, deposits and fees are treated according to the College policy stated on page 43 of this Catalog. When withdrawals have been approved by the class deans and faculty advisors, the deans will specify any readmission requirements in writing and will indicate what academic work, if any, must be completed prior to readmission.

READMISSION

All students requesting readmission after voluntary withdrawals and academic dismissals and all students on educational leaves who wish to return for the fall semester should write to their class deans as early as possible, but before March 16. For students planning to return for the spring semester, the letters should be received by the College before November 1. In most instances, the deans will approve the readmission requests immediately. In some cases, additional information, such as an interview on-campus with a class dean, may be requested. Readmission requests from students seeking to return from academic dismissals and, in some cases, from voluntary withdrawals will be referred to the Committee on Academic Standing. In these cases, detailed letters requesting readmission, accompanied by grade reports of courses taken at an approved college or university, letters from employers, and other documents supporting the readmission requests should be sent to the class deans. Students on educational leaves should simply confirm their intention of returning to the campus before the above stated dates. Failure to meet these deadlines will jeopardize students' opportunities to participate in the student residence room-selection.

TRANSFER POLICY

Amherst College students who are considering transferring to other institutions should understand that the College will not readmit those who choose to become degree candidates at other colleges and universities. All Amherst College students who transfer to and enroll as degree candidates at other institutions will forfeit their opportunity to re-enroll in the College. Before arranging to transfer, students should discuss their plans and options with their class dean.

Students who plan to attend other colleges and universities while on educational leave or as participants in exchange programs must have explicit written understanding with Amherst College as well as confirmation from host schools that they will be enrolled as visitors, rather than as degree candidates. (See page 63 regarding academic credit from other institutions.)

DELINQUENCIES

At the midpoint and end of each semester, the academic records of all students are reviewed by the class deans and the Committee on Academic Standing. Those students who have clearly shown their unfitness for academic work are dismissed from the College. The academic records of others about whom the Committee has some concern are also carefully examined. Depending on the degree of difficulty a student has experienced, he/she may be regularly reviewed, issued an academic warning or placed on probation. Students who, by failing a course, incur a deficiency in the number of courses required for normal progress toward graduation are expected to make up that course deficiency before being permitted to register for the next academic year. (See Course Requirements, page 58.)

Students belonging to one or more of the following groups may not expect to continue at Amherst College:

a. Those who in any semester fail in two or more courses. Withdrawal from a course while failing it shall count as a failure.*
b. Those who in any semester fail a course and receive an average of less than 7 in courses passed.*
c. Those who in any semester pass all courses but receive an average of less than 6.
d. Those who have accumulated delinquencies in three or more courses during their college careers.
e. Those who have been on probation and have failed to meet the conditions of their probation.

Normally, a student dismissed from the College for reasons of unsatisfactory academic performance will not be eligible for readmission until he or she has been away from the College for two semesters. During this time he or she is usually expected to demonstrate readiness for return by completing a semester of approved academic work at another accredited college or university. Conditions for readmission shall be set forth clearly in writing and must be met by the student before he or she can be considered for readmission to the College.

Students taking courses in a summer school to make up a delinquency incurred at Amherst College must have their summer school courses approved in advance by the Registrar. The College does not grant transfer credit for courses completed with a grade below C.

*See Degree Requirements.

ROOMS AND BOARD

Dormitory and house rooms are equipped with bed, mattress, bureau, desk, chairs, and bookcase or shelves. Occupants furnish their own blankets, linen, pillows, and towels, and may provide extra furnishings if they wish, such as rugs, curtains, lamps, etc.; they may not add beds, sofas, lounges, or other furniture of such nature except under certain circumstances. More complete regulations for occupancy are contained in the *Student Handbook.*

All students living in dormitories and houses, except for those students living in the Humphries House cooperative, are required to subscribe to the 21 meals per week plan of Valentine Hall. Valentine Hall is able and willing to accommodate students with special dietary needs. There are no rebates for absence from meals.

Students with unique circumstances who want to live off campus should speak with the dean in charge of housing or their class dean. First-year students, unless specifically excused by the Dean of Students, are required to live in College-owned houses or with relatives.

Degree Requirements

BACHELOR OF ARTS

THE DEGREE Bachelor of Arts is conferred upon students who have satisfactorily met the requirements described below. The plan of studies leading to this degree is arranged on the basis of the equivalent of an eight-semester course of study to be pursued by students in residence at Amherst College.

The degree Bachelor of Arts *cum laude, magna cum laude,* or *summa cum laude* (Degree with Honors) is awarded to students who have successfully completed an approved program of Honors work with a department or program.

Other students who satisfactorily meet requirements as indicated below receive the degree, Bachelor of Arts, *rite.*

REQUIREMENTS

Each student is responsible for meeting all degree requirements and for ensuring that the Registrar's Office has received all credentials.

The Bachelor of Arts degree is awarded to students who:

1. Complete 32 full semester courses *and* four years (eight semesters) of residence,* except that a student who has dropped a course without penalty during the first year, or who has failed a course during the first or second year, shall be allowed to graduate, provided he or she has been four years in residence at the College and has satisfactorily completed 31 full courses.

Transfer students must complete 32 full semester courses or their equivalent, at least 16 of them at Amherst, and at least two years of residence at Amherst, except that a transfer student who has dropped a course without penalty during his or her first semester at Amherst shall be allowed to graduate with one less full course.

2. Complete the requirements for a major in a department or a group of departments including a satisfactory performance in the comprehensive evaluation.

3. Attain a general average of 6 in the courses completed at Amherst and a grade of at least C in every course completed at another institution for transfer credit to Amherst.

COURSE REQUIREMENTS

All students except Independent Scholars are required to elect four full courses each semester and may elect an additional half course. The election of a half course in addition to the normal program is at the discretion of the student and without special permission. A student may not elect more than one half course in any semester except by consent of his or her class dean and the departments concerned. In such cases the student's program will be three full courses and two half courses. Half courses are not normally included in the 32-course requirement for graduation.

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*In exceptional cases, a student with at least six semesters of residence at Amherst and at least 24 courses, excluding summer school courses not taken as make-up work or recognized as part of a transfer record, may apply for early graduation. Students seeking to graduate before they have satisfied the normal 32-course requirement will have the quality of their achievement thoroughly evaluated. The approval of the student's advisor, department, the Dean of Faculty, the Committee of Six, and finally the Faculty must be received to be granted the status of candidate for the degree.

In exceptional cases a student may, with the permission of both his or her academic advisor and class dean, take five full courses for credit during a given semester. Such permission is normally granted only to students of demonstrated superior academic ability, responsibility, and will. Fifth courses cannot be used to accelerate graduation. On occasion, a student who has failed a course may be permitted to take a fifth course in a given semester if, in the judgment of the Committee on Academic Standing, this additional work can be undertaken without prejudice to the student's regular program.

Also in exceptional cases a student may petition the Dean of Students at the time of admission or prior to the beginning of any semester for permission to enroll in a program of three courses per semester for any number of semesters of his or her enrollment at Amherst. Such permission may be granted only for reasons of physical disability (e.g., for students who have serious visual or hearing impairments) or compelling family responsibility (e.g., for students who are parents and have custodial responsibility for their children). In such cases, the student may be granted permission to spend as many as two additional semesters at Amherst College and to graduate with no fewer than 31 courses.

A student who by failing a course incurs a deficiency in the number of courses required for normal progress toward graduation is usually expected to make up that course deficiency by taking a three or four semester hour course at another approved institution during the summer prior to the first semester of the next academic year. (See additional information under Delinquencies, page 56.)

A student may not add a course to his/her program after the fourteenth calendar day of the semester, or drop a course after this date except as follows.

First-year students who experience severe academic difficulty may petition the Dean of New Students for permission to drop one course without penalty during their first year. The Dean of New Students, in consultation with the instructor and advisor, will decide on the basis of the student's educational needs whether or not to grant the petition. Petitions to withdraw from a course will normally be accepted only during the sixth, seventh, and eighth weeks of either the first or the second semester. Exceptions to this rule shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of New Students.

Transfer students may petition their Class Dean to drop one course without penalty during the sixth, seventh, and eighth weeks of their first semester at Amherst. They must follow the petition procedure described above. The Class Dean, in consultation with the student's instructor and advisor, will decide whether or not to grant this petition.

For sophomores, juniors, and seniors, exceptions to the rule prohibiting the dropping of a course after the fourteenth calendar day of the semester shall be made only for disabling medical reasons or reasons of grave personal emergency, and shall be made only by the Dean of Students in consultation with the student's class dean.

Courses taken by a student after withdrawing from Amherst College, as part of a graduate or professional program in which that student is enrolled, are not applicable toward an Amherst College undergraduate degree.

THE LIBERAL STUDIES CURRICULUM

Under a curriculum adopted in 1976, first-year students are required to take a First-Year Seminar. Each First-Year Seminar is planned and taught by one or more members of the Faculty, who develop innovative and often interdisciplinary approaches to a range of special topics. The subject matter of the courses varies, reflecting the concerns of the Faculty members who devise them. The courses offered for 2000-2001 are described on pages 67-74.

Through these courses, first-year students are exposed to the diversity of learning that takes place at the College. They get a sample of the nature of the institution and what actually takes place in the College: what people do at Amherst and how they do it.

Amherst's liberal studies curriculum is based on a concept of education as a process or activity rather than a form of production. The curriculum provides a structure within which each student may confront the meaning of his or her education, and does it without imposing a particular course or subject on all students. Students are encouraged to continue to seek diversity and attempt integration through their course selection and to discuss this with their advisors.

Under the curriculum, most members of the Faculty serve as academic advisors to students. Every student has a College Advisor until he or she declares a major, no later than the end of the sophomore year; thereafter each student will have a Major Advisor from the student's field of concentration. As student and advisor together plan a student's program, they should discuss whether the student has selected courses that:

- provide knowledge of culture and a language other than one's own and of human experience in a period before one's lifetime;
- analyze one's own polity, economic order, and culture;
- employ abstract reasoning;
- work within the scientific method;
- engage in creative action—doing, making and performing;
- interpret, evaluate, and explore the life of the imagination.

THE MAJOR REQUIREMENT

Liberal education seeks to develop the student's awareness and understanding of the individual and of the world's physical and social environments. If one essential object in the design of education at Amherst is breadth of understanding, another purpose, equally important, is mastery of one or more areas of knowledge in depth. Upperclassmen are required to concentrate their studies—to select and pursue a major—in order to deepen their understanding: to gain specific knowledge of a field and its special concerns, and to master and appreciate the skills needed in that disciplined effort.

A major normally consists of at least eight courses pursued under the direction of a department or special group. A major may begin in either the first or second year and must be declared by the end of the second year. Students may change their majors at any time, provided that they will be able to complete the new program before graduation.

The major program can be devised in accordance with either of two plans:

DEPARTMENTAL MAJORS

Students may complete the requirement of at least eight courses within one department. They must complete at least six courses within one department and the remaining two courses in related fields approved by the department.

Some Amherst students may wish to declare a major in more than one department or program. This curricular option is available, although it entails special responsibilities. At Amherst, departments are solely responsible for defining the content and structure of an acceptable program of study for majors. Students who elect a double major must present the signatures of both academic advisors when registering for each semester's courses and they must, of course, fulfill the graduation requirements and comprehensive examinations established by two academic programs. In addition, double majors may not credit courses approved for either major toward the other without the explicit consent of an announced departmental policy or the signature of a departmental chairperson. In their senior year, students with a double major must verify their approved courses with both academic advisors *before* registering for their last semester at the College.

INTERDISCIPLINARY MAJORS

Students with special needs who desire to construct an interdisciplinary major will submit a proposed program, endorsed by one or more professors from each of the departments concerned, to the Committee on Academic Standing and Special Majors. Under ordinary circumstances, the proposal will be submitted during the first semester of the junior year and not under any circumstances later than the eighth week of the second junior semester. The program will include a minimum of six upper-level courses and a thesis plan. Upon approval of the program by the Committee on Academic Standing and Special Majors, an ad hoc advisory committee of three professors appointed by the Committee will have all further responsibility for approving any possible modifications in the program, administering an appropriate comprehensive examination, reviewing the thesis and making recommendations for the degree with or without Honors. Information on preparation, form, and submission of proposed interdisciplinary programs is available in the Office of the Dean of Students.

A part of the major requirement in every department is an evaluation of the student's comprehension in his or her major field of study. This evaluation may be based on a special written examination or upon any other performance deemed appropriate by each department. The mode of the evaluation need not be the same for all the majors within a department, and, indeed, may be designed individually to test the skills each student has developed.

The evaluation should be completed by the seventh week of the second semester of the senior year. Any student whose comprehension is judged to be inadequate will have two opportunities for reevaluation: one not later than the last day of classes of the second semester of the senior year, and the other during the next college year.

DEGREE WITH HONORS

The degree Bachelor of Arts with Honors is awarded at graduation to students whose academic records give evidence of particular merit. Effective with the class of 1997, an independent system of departmental honors has been instituted and the criteria for the awarding of College honors have been redefined. The award of both departmental and College honors will be made by the Faculty of the College and will appear on the diploma. In making such awards, the Faculty will observe the following guidelines:

College Honors

1. Candidates eligible for the degree *summa cum laude* must have a minimum overall grade point average of 12.00 and have received a recommendation of High Distinction from a department or program in which they have majored. In addition, the theses of candidates for the degree *summa cum laude* will be

reviewed by the Committee of Six, who will transmit its recommendation to the Faculty. Candidates will also have their entire records reviewed by the Dean of the Faculty and the Committee of Six, who will transmit their recommendations to the Faculty.

2. Candidates eligible for the degree *magna cum laude* must have a minimum overall grade point average of 11.50.

3. Candidates eligible for the degree *cum laude* must have a minimum overall grade point average of 11.00.

Departmental Honors

1. Candidates eligible for the degree High Distinction in [Department or Program] must be recommended by a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of *summa cum laude* quality.

2. Candidates eligible for the degree Distinction in [Department or Program] must be recommended by a department or program in which they have majored. Although each department or program may define additional criteria upon which it will base its recommendation, the candidate must submit a thesis or comparable work that is judged by the department or program to be of honors quality.

INDEPENDENT STUDY

A limited number of students who elect to do so may participate in an Independent Study Program, usually in the junior or senior years in lieu of a traditional major program. Participants are chosen by the four-member Faculty Committee on Academic Standing and Special Majors, which includes the Dean of Students, after nomination for the program by a member of the Faculty. Independent Scholars are free to plan a personal program of study under the direction of a tutor, chosen by the student with the advice and consent of the Committee. The tutor provides the guidance and counsel necessary to help the student attain the educational objectives he or she has set. The tutor and one or more other members of the Faculty familiar with the student's work will ultimately assign a comprehensive grade and provide a detailed, written evaluation of the student's performance which will become part of the individual's formal record at Amherst College. Grades in such regular courses as the student may elect will be taken into account in assigning the comprehensive grade, and the student is eligible for a degree with Honors, as well as all other awards and distinctions.

FIELD STUDY

The Faculty has instituted a program of Field Study under which students may pursue a course of study away from Amherst for either one or two semesters. Students are admitted to the program by the Committee on Academic Standing and Special Majors after approval of their written proposal and are assigned a Field Study Advisor chosen from the Faculty.

Upon being admitted to Field Study, students become candidates for the degree of Bachelor of Arts with Field Study, which is normally attained in four and one half or five years. During the first semester in residence at Amherst after the period of Field Study, students must take a Special Topics course, normally with their Field Study Advisor, in which they draw on both their experience of

Field Study and further investigation relating to it. Students may also pursue a related Special Topics course in the semester before they enter their program of Field Study.

Students pursuing a two-semester plan of Field Study will be allowed to continue after the first semester only upon providing evidence to the Committee that they are satisfactorily carrying out their program. No student shall begin study in the field later than the first semester of the senior year.

Students pursuing Field Study shall maintain themselves financially in the field, and during the period shall pay a Field Study fee of $50 to the College in lieu of tuition.

The transcript of a student who has undertaken Field Study shall include a short description and appraisal by the Field Advisor of the student's project and of the related Special Topics course.

FIVE COLLEGE COURSES

Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts have for some time combined their academic activities in selected areas for the purpose of extending and enriching their collective educational resources. Certain specialized courses not ordinarily available at the undergraduate level are operated jointly and open to all. In addition, students in good standing at any of the five institutions may take a course, without cost, at any of the other four if the course is significantly different from any offered on their own campus and they have the necessary qualifications.

The course must have a bearing on the educational plan arranged by the student and his or her advisor. Professional, technical and vocational courses are not generally open for Five College interchange credit. Those courses accrue credit toward degrees other than the Bachelor of Arts degree which is offered at Amherst College. Individual exceptions must be approved by both advisor and Dean of the Faculty on the basis of the student's complete academic program at the College.

The Premedical Committee reminds health preprofessional students that required courses (biology, chemistry, mathematics, physics) should normally be taken at Amherst College and not at other Five College institutions.

To enroll in a Five College course, an Amherst student must have the approval of his or her advisor and the Dean of the Faculty. Only under special circumstances will permission be granted by the advisor and the Dean of the Faculty for an Amherst student to enroll in more than two Five College courses per semester. If permission to enroll in a course is required for students of the institution at which the course is offered, students from the other Five Colleges must also obtain the instructor's permission to enroll.

Free bus transportation among the five institutions is available for interchange students.

Students interested in such courses will find current catalogs of the other institutions at the Loan Desk of the Library and at the Registrar's Office. Application blanks may be obtained from the Registrar's Office.

Other aspects of Five College cooperation are described in the *Student Handbook.*

ACADEMIC CREDIT FROM OTHER INSTITUTIONS

Amherst College does not grant academic credit for work completed at other institutions of higher education unless it meets one of the following criteria: (1) each course offered as part of a transfer record has been completed and accepted by the College prior to matriculation at Amherst; (2) the work is part of an exchange program of study in the United States or abroad approved in advance by a Dean of Students and the Registrar; or (3) the work has been approved by the Registrar as appropriate to make up a deficiency deriving from work not completed or failed at Amherst College (see Delinquencies).

COOPERATIVE DOCTOR OF PHILOSOPHY

A cooperative Doctor of Philosophy program has been established by Amherst, Hampshire, Mount Holyoke, and Smith Colleges, and the University of Massachusetts. The degree is awarded by the University of Massachusetts, but some, perhaps much—and in a few exceptional cases even all—of the work leading to the degree might be done in one or more of the other Institutions.

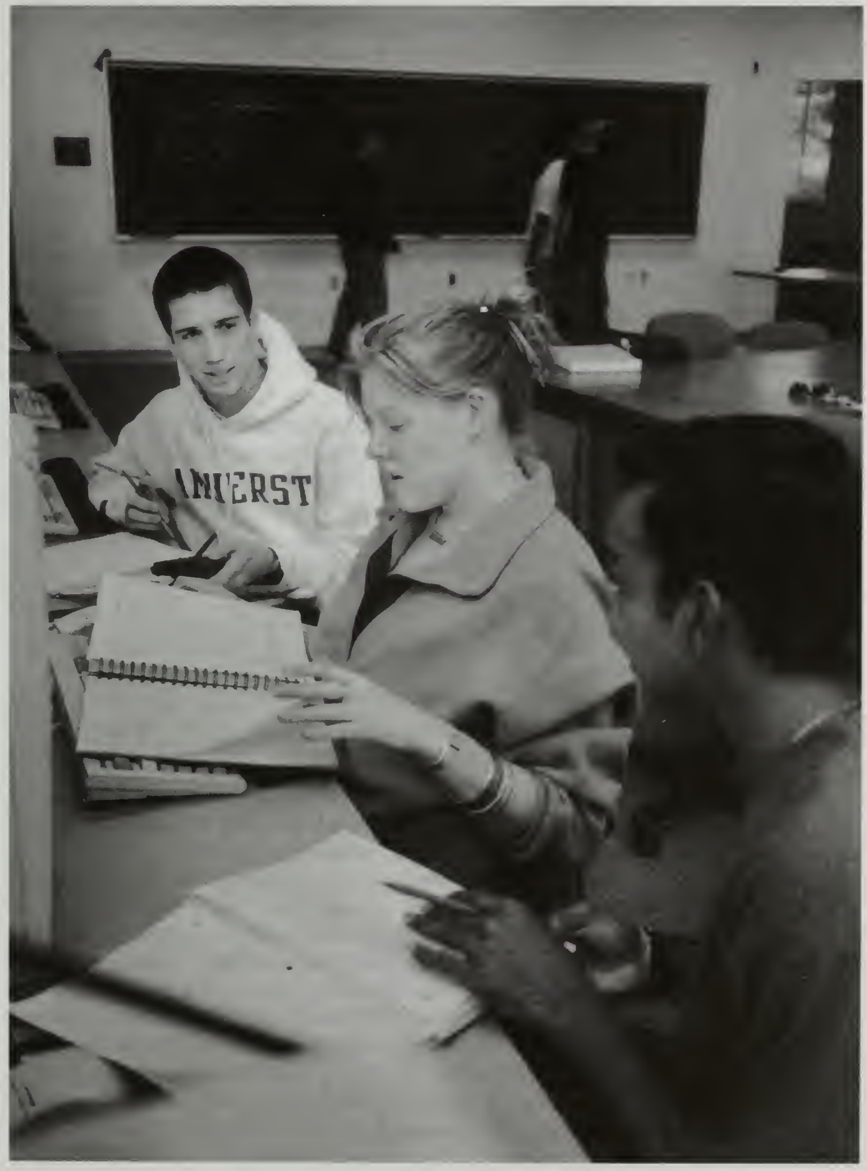
When a student has been awarded a degree under this program, the fact that it is a cooperative doctoral degree involving Amherst, Hampshire, Mount Holyoke, and Smith Colleges and the University of Massachusetts will be indicated on the diploma, the permanent record, and all transcripts, as well as on the commencement program.

The requirements for the degree are identical to those for the Ph.D. degree at the University of Massachusetts except for the statement relating to "residence." For the cooperative Ph.D. degree "residence" is defined as the institution where the dissertation is being done.

Students interested in this program should write to the Dean of the Graduate School at the University of Massachusetts. However, a student who wishes to work under the direction of a member of the Amherst Faculty must have the proposal approved by the Dean of the Faculty of Amherst College and by the Amherst Faculty Committee of Six.

V

COURSES OF INSTRUCTION



Courses of Instruction

COURSES are open to all students, subject only to the restrictions specified in the individual descriptions. In general all courses numbered 1 to 9 are introductory language courses. Introductory courses in other areas are numbered 11 to 20, Senior Honors courses, usually open only to candidates for the degree with Honors, are numbered 77 and 78, and Special Topics courses are numbered 97 and 98. All courses, unless otherwise marked, are full courses. The course numbers of double courses and half courses are preceded by D or H. All odd-numbered courses are offered in the first semester, unless followed by the designation s, and all even-numbered courses are offered in the second semester unless followed by the designation f.

SPECIAL TOPICS COURSES

Departments may offer a semester course known as Special Topics in which a student or a group of students study or read widely in a field of special interest. It is understood that this course will not duplicate any other course regularly offered in the curriculum and that the student will work in this course as independently as the director thinks possible.

Before the time of registration, the student who arranges to take a Special Topics course should consult the instructor in that particular field, who will direct the student's work; they will decide the title to be reported, the nature of the examination or term paper, and will discuss the preparation of a bibliography and a plan of coherent study. All students must obtain final approval of the Department before registration. Two Special Topics courses may not be taken concurrently except with the prior approval of the Dean of Students.

FIRST-YEAR SEMINARS: THE LIBERAL STUDIES CURRICULUM

During 2001-02, Faculty members in groups of one or more will teach 23 First-Year Seminars. Every first-year student must take one of these courses during the first semester. They are open only to Amherst College first-year students.

1. The Value of Nature. Our impact on the environment has been large and in recent decades the pace of change has clearly accelerated. Many species face extinction, forests are disappearing, and toxic wastes accumulate. The prospect of a general environmental calamity seems all too real.

This sense of crisis has spurred intense and wide-ranging debate over what our proper relationship to nature should be. This debate and the analysis of the conflicting views that fuel this debate will be the focus of this seminar. Among the questions we shall explore will be: What obligations do we have to non-human animals, to living organisms like trees, to ecosystems as a whole, and to future generations of humans? Do animals have rights we ought to respect? Is nature intrinsically valuable or merely a bundle of utilities?

We will investigate these and related questions with readings drawn from literature, philosophy, the social sciences and ecology.

First semester. Professor Dizard.

2f. Science and Gender. What can science tell us about gender? Can we depend on science, a particular set of practices and a body of knowledge, to give us the truth about gender—about what is male or female, masculine or feminine?

We will start with an exploration of gender stereotypes—beliefs about the characteristics, abilities, traits and behaviors that distinguish women and men. We will then examine the empirical investigations and scientific theories from the fields of biology and psychology that purport to describe and explain gender differences. We will consider, for example, gender identity, sexual orientation, cognitive abilities, parenting, friendship, moral development and communication styles. Here we will study the interwoven contributions of biology, environment and evolution. We will encounter arguments that sex differences are large, that they are small if they occur at all, that they are fixed and stable properties of individuals, that they vary by situation and context. We will attempt to make sense of these conflicting contentions by looking closely at the nature of the evidence, by considering the political and social contexts in which gender differences and similarities are studied, and by questioning whether the doing of science is itself a gendered activity.

The course will draw on scientific literature from the fields of evolutionary psychology, behavioral endocrinology, developmental biology and developmental psychology.

First semester. Professors Olver and Turgeon.

3. The Nazi Olympics. This course is about the confluence of three "streams" that came together in Berlin in 1936 when Leni Riefenstahl produced her still-controversial two-part documentary film, *Olympia*. Specifically, this course deals with the culture of Weimar Germany and the rise of Adolf Hitler, with the Nazi regime, with the emergence of modern sports; and with the development of German film, feature as well as documentary.

First semester. Professors Guttmann and Brandt.

4f. Natural and Unnatural Languages. This course will be a multidisciplinary look at both human (natural) and computer (unnatural) languages, although we will spend most of our time on human languages. We will study both problems involving the structure of language and the meaning of language. How can we represent the wide range of structures within one language and the even wider range over all human languages? Do all human languages have some things in common? How might language learning take place? How did languages evolve? Can computers understand human language? In addition to material from the cognitive sciences and computer science, readings will include several literary works. There will be some computer work, but no background in computer science is required.

First semester. Professor Rager.

5. Light. Throughout human history light has been both a scientific enigma and a metaphor. In this seminar we will explore both aspects of light, the side studied by science as well as its role in the arts and religious traditions. The ultimate nature of light has eluded our keenest investigations even as we have found out more and more about it. Light has been understood as the "sight of Ra," an emanation from the human eye, a wave, particle and quantum. We will enter into each stage of the inquiry learning not only the views of light held in the past, but we also ask after the mentality that posed the questions and performed these studies of light. Through a close examination of light we will encounter the sometimes stormy relationship between the two cultures of science and religion. We will finish with contemporary understandings of light and the modern relationship between the two cultures.

First semester. Professor Zajonc.

6f. Time and Existence. In this course, we will examine some of the most intriguing, important and mysterious discussions of time (and the experience of time) in the Western philosophical tradition, including: St. Augustine's worries about the past, present and future; the redefinition of the deadly sin of Sloth in the fifteenth and sixteenth centuries; Kant's distinction between the succession of perceptions and the perception of succession; Unamuno's anguished longing for immortality; Thoreau's aspiration "to stand on the meeting of two eternities"; Nietzsche's doctrine of the eternal recurrence of all things; and Heidegger's account of temporality and experience in *Being and Time.*

First semester. Professor Smith.

7. Africa: Power and Representation. The right to represent oneself has always been an important piece of symbolic capital and a source of power. External representations of Africa have consistently distorted and misinterpreted the peoples and cultures of the continent. Within Africa, this right—to produce and display particular images—has been inseparable from both secular and sacred power. The discrepancy in interpretation of various images, whether these are in the form of visual objects or in the form of philosophies or concepts, has produced a misunderstanding of African institutions and art. In addition, historically the right to represent and claim one's identity has become increasingly politicized. Control over various representations and images of Africa and things African has become contested. Using an interdisciplinary focus from the fields of art history, history and anthropology, this course will examine representations and interpretations of images of Africa both from within and from outside the continent. Ultimately we will link these with various forms of power and legitimacy to consider the complexity behind the development of an idea of Africa.

First semester. Professor Goheen.

8f. The Imagined Landscape. Most Americans believe that our world faces "an ecological crisis"—that the "natural environment" is threatened as never before by encroachments from human technology. But what assumptions lie behind these perceptions? What images of the land and of human culture underpin the familiar rhetoric of environmentalism? This course attempts to make students more self-conscious about their own views of the places they inhabit.

Our central proposition is that the human imagination plays a crucial—and often misunderstood—role in how we view the world around us. Altering our relationship to nature (in order to "save" or "preserve" the environment) must be considered as much an *imaginative* act as it is a matter of social policy, political program or technological adjustment. Thus, we pay particular attention to the role of literature and the arts in helping us understand our attitudes towards nature. What contributions can the humanities make to the environmental debate so often dominated by voices from politics and science?

We study first how a variety of people in the past have defined their connections to the natural landscape and then consider some current perspectives in light of what we have learned. To what extent are human beings regarded as "part and parcel" of nature? To what extent are people distanced from the natural landscape? Is nature seen as nurturing or threatening, balanced or chaotic? How are we, as individuals, to reconcile—or to live with—the many contradictory perspectives that we encounter from other people and within ourselves?

We read a mixture of literary, historical and ecological texts, and also look at photographs, paintings and a couple of films. Many of our examples come from New England history (from William Bradford to Henry Thoreau) and from writings about the American West (from John Muir to Terry Tempest Williams). We read ecologists such as Aldo Leopold and Daniel Botkin and engage with at least one major work of fiction. (In previous years, we've read Shakespeare's *The Tempest* and Fitzgerald's *The Great Gatsby*.)

Students will write several short essays, keep journals and produce one long final paper.

First semester. Lecturer Looker.

9. National Identity. This course explores the many meanings of national identity for individuals and for collectivities. Among the questions we will ask are: What are the roots of ethnic solidarity? How have national states been created as both cultural and political communities? How has the concept of national citizenship been variously defined? How have sovereign states responded to ethnonational diversity within their borders? These questions and others will be addressed comparatively. To this end, we will focus in particular upon a comparison of French, German and American concepts of citizenship; an examination of tensions between state and nation in Israel and India; and a consideration of the issues of race, ethnicity and immigration in the United States.

First semester. Professors Babb, Levin, and W. Taubman.

10f. Four-and-a-Half Philosophers. How should we live our lives? How can we know anything for sure? These two questions have obsessed those we call philosophers for more than two thousand years. Through readings, discussions and short essays we will explore these questions and others with four writers widely separated in time but linked in a variety of ways. The first is Heraclitus, who lived in Ephesus, now coastal Turkey, in the sixth century B.C. All that remains of what he wrote are fragments amounting to perhaps a hundred statements of a sentence or less. We will then turn to Plato, who lived in Athens more than a century later. We will read several of his early dialogues in which Socrates figures—perhaps much as he did for Plato himself—as the great teacher and interrogator who said again and again that he himself knew only that he knew nothing. We will move on to one of the great writers of the Renaissance, Michel de Montaigne, who was a skeptical and urbane observer of a century of war, plague and dogmatism. Considered the inventor of what we now call the essay, Montaigne did not set out to write "philosophy" but merely to record his own ways and views as a sample of human life. He thus raises the important question, "What is a philosopher?"(along with the unimportant question, "how many philosophers are we studying in this seminar?") We will conclude with Simone Weil, a French mystic trained in classical philosophy but whose writings most resemble those of Heraclitus. Her reflections on goodness and evil place her very close to the center of modern ethical debate.

First semester. Professor Gerety.

11. Bridge to the Twentieth Century. The end of the twentieth century was an occasion for much reflection and anticipation all around the world. Politicians and pundits bade farewell to a century of world war, racism, genocide, ideological division and threat of nuclear annihilation, with visions of global peace, prosperity and communications that would change the world for the good. The present has been imagined as a "bridge to the twenty-first century" and "globalization" is the engine that propels us across it. In many ways, the turn of the last century was similar. This course will focus on that previous turning with eyes that are conditioned by a hundred years of experience.

Beginning with America and Europe, then turning to Asia and Africa, we will consider institutions such as international banks and corporations, universal ideologies and religions such as socialism and Christianity, applications of "science" in healing and racial typing, and new technologies such as electrical systems and telegraphs, all of which promised accelerated global integration. We will explore how these things fared in a world increasingly confused by the cross-purposes of emerging nations and expanding empires, heading toward global war and revolution without the help of a compass. We will use fiction, drama, journalism and memoir to help us imagine the hopes and fears of the people involved. And we will explore the ways in which we are and are not like them.

First semester. Professors Dennerline, Redding, and Servos.

12f. Friendship. An inquiry into the nature of friendship from historical, literary and philosophical perspectives. What are and what have been the relations between friendship and love, friendship and marriage, friendship and erotic life, friendship and age? How do men's and women's conceptions and experiences of friendship differ? Readings will be drawn from the following: *The Epic of Gilgamesh;* Plato's *Symposium* and *Phaedrus;* selections from the *Bible* and Aristotle's *Nicomachean Ethics;* essays by Montaigne, Emerson and C.S. Lewis; Mill's *On the Subjection of Women;* Whitman's poetry; Jewett's *The Country of the Pointed Firs;* Morrison's *Sula;* Truffaut's *Jules and Jim* and Herzog's *My Best Fiend.*

First semester. Professor Townsend.

13. Digital Cultures. This course examines the interactions between contemporary critical and cultural theory and digital cultures. We will present and discuss critical, theoretical and compositional approaches in the work of international new media artists and authors (via World Wide Web, CD-ROM, video, exhibition, modes of critical interpretation and creation for these media. Issues of identity construction, gender, corporeal vs. psychic presence, interactivity, bodily motion and motion capture, community, interface, performativity, duration and representation will be addressed. We will also explore material from websites and from recent international symposia and exhibitions of electronic art, and view a number of films. Readings will be drawn from theoretical, literary, philosophical, psychoanalytic and architectural texts, as well as from multimedia-authoring texts, exhibition catalogs and international cybermagazines. Each student will develop and produce a final project involving text, still and moving image, and sound in digital format. Students will also deliver a number of critical oral and written presentations on various aspects of the course material and their own projects. No previous experience with computers is required.

First semester. Professor Gilpin.

14f. Western American Lives: Personal Narratives as Public History. Through close readings of memoirs written by a wide range of western Americans during the twentieth century, this course explores the ways in which personal histories function as cultural histories. Reading authors as diverse as Nat Love and Leslie Marmon Silko, Maxine Hong Kingston and Richard Rodriguez, Joan Didion and Wallace Stegner, we will consider the writers as both storytellers and historians as we look at how each has tried to fashion a place for him or herself within the broader social and political spaces of the American West. We will look at the utility of family stories and a sense of place in a region marked by constant movement, and consider the impact of popular myth on westerners' own sense of self. Finally, we will also consider other ways of assessing personal experiences through an examination of census records, family snapshots and other documents.

First semester. Professor Sandweiss.

15. The Spanish Civil War: Art, Politics and Violence. Sixty years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine the effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Course will be taught in English.

First semester. Professor Maraniss.

16f. Performance. This course will explore the basic elements of performance as an art form, including the relationship between action and environment, time and space, and perception and memory on the stage. Students will attend a broad range of performances, from traditional theater and opera to contemporary dance and installation work, and record their understanding of what they have seen in weekly papers. In addition, readings and videos will serve not only as a springboard for class discussion but also as a starting point for a final project. Folklore texts from a variety of cultures will provide a narrative framework for the creation of designs or performance pieces, allowing students to develop and adapt their ideas within established contexts.

First semester. Professors Dougan and Woodson.

17. Pariscape: Imagining Paris in the Twentieth Century. In the hundred years that separate the inaugurations of Eiffel's tower (1889) and that of Pei's pyramidal entrance to the Louvre (1989), Paris has been one of the exemplary sites of our urban sensibility, a city that has indelibly and controversially influenced the twentieth-century imagination. Poets, novelists and essayists, painters, photographers and film-makers: all have made use of Paris and its cityscape to examine relationships among technology, literature, city planning, art, social organizations, politics and what we might call the urban will. This course will study how these writers and visual artists have seen Paris, and how, through their representations, they created and challenged the "modernist" world view.

In order to discover elements of a common memory of Paris, we will study a group of writers (Apollinaire, Calvino, Stein, Hemingway and others), philosophers and social commentators (Simmel, Benjamin, Barthes), filmmakers (Clair, Truffaut, Tati and others), photographers (Atget, Brassaï), painters (Picasso, Delaunay, Matisse and others), and architects (Piano and Pei). Finally, we will look at how such factors as tourism, print media, public works, immigration and suburban development affect a city's simultaneous and frequently uncomfortable identity as both a geopolitical and an imaginative site.

First semester. Professor Rosbottom.

18f. Writers and the Writing Life. What does it mean to be a writer, not in terms of fame, money, or talk-show appearances, but in the real life of writing? What is involved in the daily task of wrestling with words? How do writers face the blank page? Why do they do it? This course will consider these and other questions not only by reading what writers say about writing, but also by creating our own writing lives through journals, exercises, interviews, and short essays. We will talk of many things: discipline, failure, influences, humor, hauntings by familiar ghosts, family and ethnicity, language, and the complex interplay between "real life" and "the imagination." Texts will include Anne Lamott, *Bird by Bird; Who's Writing This?* ed. Daniel Halpern; *The Practice of Poetry*, ed. Behn and Twichell; *Inventing the Truth*, ed William Zinsser; Annie Dillard, *The Writing Life;* Philip Lopate, *The Art of the Personal Essay*; Anne Frank, *The Diary of a Young Girl;* and essays and/or poems by James Baldwin, Joseph Brodsky, Adrienne Rich, Elizabeth Bishop, Shirley Abbott, Dorothy Allison, M.F.K. Fisher, Madeleine Blais, and others. There will be class visits by real live writers from the Five-College area.

First semester. Lecturer Snively.

19. Social Sculpture: Artists Out of the Studio. Organized around the artist Joseph Beuys' description of his artistic activity as "Social Sculpture," this course aims to explore, through studio work and discussion, the work of artists whose vision and scope exceeds the limits of traditional studio practice. We will begin with early twentieth-century artists' responses to a world convulsed by social, cultural, political and scientific upheavals. We will study the new forms artists developed as they left the isolation of the studio for active engagement in the world and the resonance those forms had in the late 1960s and early 1970s in new, almost unrecognizable forms that would come to be called Conceptual Art. Through close examination of the socio-political and formal achievements of the Fluxus movement, Happenings, Land Art, Performance and the emergence of Installation, we will investigate how artists formulated new, often oppositional relationships to institutional structures such as galleries, museums and patterns of patronage. We will consider how contemporary artists continue these ideas and what forms these critical and social debates continue to engender. In response to these ideas, students will create works of "art"—which may take the form of an object, a text, a performance, an installation, a political action, a protest.

First semester. Professor Godfrey.

20f. Autobiographical Acts. A close examination of the act of self-portraiture in words by means of critical appreciation and creative practice of a variety of autobiographical forms. The course pays particular attention to the recovery of experienced moments and the formation of an image of the self in texts deliberately selected from different cultures and spanning several centuries. Students will be encouraged to notice the power of creative writing and the role of cultural limits in the compositions they are reading and writing. Among the authors likely to be assigned will be Franklin, Wordsworth, Tolstoy, Eudora Welty, Richard Wright, Vladimir Nabokov, Maxine Hong Kingston, Elizabeth Bishop, Allen Ginsberg and Sandra Cisneros. Frequent writing, both analytic and autobiographical.

First semester. Professor Peterson.

21. Twentieth-Century Europe Through Autobiography. In this course, we will read autobiographical sources to explore twentieth-century European history. Drawing on memoirs by Robert Graves, Vera Brittain, George Orwell, Anne Frank, Primo Levi, Emilie Carles and others, we will explore the impact of political upheaval on the lives of individual Europeans. These readings will allow us to trace the dramatic events of the past European century: World War I, the Spanish Civil War, Nazism and the Holocaust, Stalinism and Eastern European communism, post-1945 developments in Western Europe, and the Balkan Wars of the 1990s. We will explore the strengths and limits of autobiography as a historical source and discuss the controversies that have come to surround some of these autobiographies. We will also view several films based on these memoirs and discuss the relationship between film and autobiography. Finally, we will consider how our own lives have (or have not) been shaped by rather different, yet nonetheless dramatic historical events.

First semester. Professor Epstein.

22f. Reading, Interpretation, Criticism. Close reading, interpretive discussion and critical writing are the skills to be practiced in this seminar. The reading is all from twentieth-century genres of literature in English: short fiction, poems, plays, essays. Some of the authors to be considered are Conrad, Joyce, Lawrence; Yeats, Eliot, Auden; Beckett, Pinter, Stoppard; Woolf, Orwell; Achebe, Naipaul, Coetzee; Walcott, Heaney; Lessing, Gordimer, Munro. The guiding question is: What makes a reader's response "critical?"

First semester. Professor Cody.

23. Reading, Writing, Identity, Authority. Reading contemporary texts (Cisneros, Ishigura, Min, Morrison) as well as canonical ones (Brontë, Baldwin, Cather, Jewett), and reading fiction as well as drama (Ibsen, Shakespeare), this course will concern itself with the relationship between authorship and authority. More specifically, we will question the similarities and the incongruities that exist between authors' identities—their gender, race, sexuality, class, and even historical period—and the texts they create. For instance, we assume that *Jane Eyre* is importantly shaped by the fact that Brontë was a nineteenth-century female writer. As we trust that Baldwin's own experience as a poor black child growing up in New York is echoed in *Go Tell It on the Mountain*. But what kinds of authority do we assign texts that refuse obvious literary resemblances? What do we do with a Japanese man who writes in an English butler's voice? Or a lesbian who writes in a heterosexual male's voice? Or a male author who takes up a female point of view? How do we understand Shakespeare of Venice?

First semester. Professor Barale.

AMERICAN STUDIES

Professors Clark†, Couvares, Dizard, Guttmann, Levin‡, Sánchez-Eppler*, Sandweiss (Chair), and K. Sweeney; Assistant Professors Ferguson and Weyland*.

The core premise of American Studies is disarmingly simple: no discipline or perspective can satisfactorily encompass the diversity and variation that have marked American society and culture from the very beginning. This premise invites majors to craft their own distinctive way of coming to terms with America. Some will favor sociological, historical or economic interpretations; others will be drawn to literary or visual modes of interpretation. However individual majors fashion their courses of study, each major engages with one or more of the department's faculty in an ongoing discussion of what is entailed in the study of American society. This discussion culminates in the choice of a topic for the senior essay. The topic may emerge organically from the courses a major has selected or it may arise out of a passionate engagement with a work of fiction, a curiosity about a historical event, or a desire to understand the persistence of a social problem. Whatever the substantive focus, the senior essay affords

*On leave 2001-02.
†On leave first semester 2001-02.
‡On leave second semester 2001-02.

majors the opportunity to reflect on what they have learned, refine their analytic and expository skills, and put all this to the test of making sense of some aspect of American society and culture.

The diversity of course selections available to majors ensures that they gain a heightened awareness of the history and present state of the peoples and social forces which constitute American society. Race, class, ethnicity and gender figure centrally in our courses, whether they are treated historically, sociologically or aesthetically. Majoring in American Studies offers students great latitude as well as the opportunity to work closely with a faculty advisor in the senior year on a specific topic.

Major Program. The Department of American Studies assists the student through the following requirements and advising program:

Requirements: American Studies 11 and 12 are required of all majors. Students may also fulfill this requirement by taking American Studies 11 or American Studies 12 twice when the topic changes. In addition, all majors will take American Studies 68, the Junior Seminar, and, in the senior year, American Studies 77 and 78 in order to write an interdisciplinary essay on an aspect of American experience. Ideally, majors take these courses in order, but study abroad or other contingencies may make this impossible in individual cases.

Students also take seven other courses about American society and culture. At least three of these courses should be in one department or concentrated on a single theme. At least three of the seven courses should be devoted largely to the study of a period before the twentieth century. Since the topics of American Studies 11 and 12 change frequently, majors may take more than two of these courses and count the third as one of the seven electives and/or one of the courses concentrated on America before the twentieth century.

Advising: In response to the range of the majors' individual preferences and interest, departmental advisors are available for regular consultation. The advisor's primary function is to aid the student in the definition and achievement of his or her own educational goals.

Departmental Honors Program. All majors must complete the requirements outlined above. Recommendations for Departmental Distinction or High Distinction are made on the basis of the senior essay produced during the independent work of the senior year.

Evaluation. There is no single moment of comprehensive evaluation in the American Studies major. The Department believes that fulfillment of the course requirements, combined with the writing of a senior essay, provides adequate grounds for a fair assessment of a major's achievement.

11. The One and the Many: An Introduction to American Studies. America has often been defined as a nation of nations, a country formed by diverse peoples of different ethnic, cultural and racial backgrounds. This course asks the question whether and how these peoples have forged a cohesive national identity. We will explore issues of immigration, citizenship, cultural nationalism and efforts at Americanization from colonial times to the present, with emphasis on the Civil Rights revolution of the 1960s and recent debates over multiculturalism. Materials to be examined include memoirs, novels, legal documents, government policies, films and other artifacts of popular culture.

First semester. The Department.

12. The Sixties in America. Through readings, documentaries, feature films, music and oral history, this course will engage and seek to understand the commitments, passions and conflicts of the 1960s in the United States. Among the topics to be considered are the Kennedy promise, the evolution of the New Left from Port Huron to Kent State, the Black struggle from the Sit-Ins to the Black Panthers, the Vietnam War and the Anti-War Movement, the rise of the Women's Movement, the Counterculture, the erosion of Lyndon Johnson's Great Society, the conservative backlash and the origins of the New Right.
Second semester. The Department.

68. Seminar in American Civilization. California, remarked the writer Wallace Stegner, is America "only more so." In this class, we will explore the different disciplines that make up the field of American Studies by focusing on the shifting historical, cultural, and political terrain of the nation's most populous state. While charting California's transformation from an outpost on the Spanish frontier to a vibrant part of America's Pacific Rim, we will also talk about how scholars "practice" American Studies. Our case studies will address a range of topics including the evolving interpretations of California's Indian missions, the invention of a romantic Hispanic past, the shifting representations of the state's rural farm workers, the problems of the region's great cities, the tensions between environmentalism and urban growth, and the development of Hollywood as a central force in contemporary American culture. Particular attention will be given to how we can interrogate primary source materials—ranging from historical documents to fiction, paintings to films—to understand these issues. From time to time, we will meet with other members of the department to learn more about how faculty members based in the disciplines of English, Fine Arts, History and Sociology might use and interrogate these primary source materials in their own work. The latter half of the course will be devoted to individual research projects, seminar presentations and the preparation of a term paper.
Second semester. Professor Sandweiss.

77, 78. Senior Departmental Honors.

97, 98. Special Topics.

RELATED COURSES

Colonial North America. See History 8f.
First semester. Professor Sweeney.

Nineteenth-Century America. See History 9.
First semester. Omitted 2001-02. Professor Couvares.

Twentieth-Century America. See History 10f.
First semester. Professor Couvares.

The Material Culture of American Homes. See History 37s.
Second semester. Omitted 2001-02. Professor Sweeney.

The Era of the American Revolution. See History 38.
Second semester. Omitted 2001-02. Professor Sweeney.

Native American Histories. See History 39s.
Second semester. Professor Sweeney.

The American Southwest. See History 40.
Second semester. Omitted 2001-02. Professor Sandweiss.

The Civil War and Reconstruction Era. See History 43 (also Black Studies 59).
First semester. Professor Blight.

The Old South, 1607-1876. See History 44.
Second semester. Omitted 2001-02. Professor Saxton.

Women's History, America: 1607-1865. See History 45 (also Women's and Gender Studies 63).
First semester. Professor Saxton.

Women's History, America: 1865-1997. See History 46 (also Women's and Gender Studies 64).
Second semester. Professor Saxton.

Women and Politics in Twentieth-Century America. See History 47 (also Women's and Gender Studies 67).
First semester. Omitted 2001-02. Professor Saxton.

Church, Family and Culture in Nineteenth-Century America. See History 48 (also Women's and Gender Studies 66).
Second semester. Professor Saxton.

American Diplomatic History I. See History 49s.
Second semester. Omitted 2001-02. Professor Levin.

American Diplomatic History II. See History 50.
Second semester. Omitted 2001-02. Professor Levin.

American Diplomatic History III. See History 51s.
Second semester. Omitted 2001-02. Professor Levin.

Science and Society in Modern America. See History 68.
Second semester. Professor Servos.

Seminar on the American Defeat and Occupation of Japan. See History 73s.
Second semester. Professor Moore.

Seminar on the Social and Cultural History of New England. See History 81.
First semester. Omitted 2001-02. Professor Sweeney.

Seminar on Race and Reunion: The Memory of the Civil War. See History 82 (also Black Studies 84).
Second semester. Omitted 2001-02. Professor Blight.

Seminar in U.S. Cultural History. See History 84.
Second semester. Professor Couvares.

Seminar in Western American History. See History 85.
First semester. Professor Sandweiss.

Slavery and Serfdom: The United States and Russia in Comparative Perspective. See History 95 (also Black Studies 55).
First semester. Professors Blight and Czap.

Four African American Poets. See English 56f.
First semester. Omitted 2001-02. Professor Rushing.

American Writers I. See English 60f.
First semester. Omitted 2001-02. Professors Peterson and Townsend.

American Writers II. See English 60.
Second semester. Omitted 2001-02. Professors O'Connell and Sánchez-Eppler.

Studies in American Literature. See English 61.
First semester. Professor O'Connell.

Studies in Nineteenth-Century American Literature. See English 62f.
First semester. Professor O'Connell.

Realism and Modernism. See English 64f.
First semester. Professor Townsend.

Jewish Writers in America. See English 68.
Second semester. Omitted 2001-02. Professor Guttmann.

American Men's Lives. See English 69s.
Second semester. Omitted 2001-02. Professor Townsend.

Reading in American Fiction, 1950-2000. See English 72f.
First semester. Omitted 2001-02. Professor Pritchard.

"This New Yet Unapproachable America": A Survey of Asian American Writing. See English 73.
First semester. Omitted 2001-02. Professor O'Connell.

Emerson and Nietzsche. See English 75s, topic 3.
Second semester. Professor O'Connell.

American Art and Architecture, 1600 to Present. See Fine Arts 54.
Second semester. Omitted 2001-02. Professor Clark.

American Painting 1860-1940. See Fine Arts 57s.
Second semester. Omitted 2001-02. Professor Clark.

American Genre Painting. See Fine Arts 92, topic 1.
Second semester. Professor Clark.

The Family. See Sociology 21.
First semester. Omitted 2001-02. Professor Dizard.

State and Society. See Sociology 24f.
First semester. Omitted 2001-02. Professor Himmelstein.

Social Movements. See Sociology 32f.
First semester. Professor Himmelstein.

Social Class. See Sociology 34.
Second semester. Professor Lembo.

Hispanics in the United States. See Sociology 35.
First semester. Omitted 2001-02. Professor Weyland.

The American Right. See Sociology 41s.
Second semester. Professor Himmelstein.

Sport and Society. See Sociology 44.
Second semester. Professor Guttmann.

The Social Experience in Mass Culture. See Sociology 48.
Second semester. Professor Lembo.

Short Stories from the Black World. See Black Studies 23s.
Second semester. Omitted 2001-02. Professor Rushing.

Representations of Black Women in Black Literature. See Black Studies 24f.
First semester. Professor Rushing.

African-American Autobiographies: A Survey. See Black Studies 26f (also English 70f).
First semester. Omitted 2001-02. Professor Rushing.

Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies. See Black Studies 27 (also English 75, topic 3).
First semester. Professor Rushing.

Black Nationalism, Black Power, and Contemporary America. See Black Studies 50.
Second semester. Professor Glaude.

The Birth and Growth of Bebop, 1938-1950. See Black Studies 53s.
Second semester. Lecturer Diehl.

African-American History from the Slave Trade to Reconstruction. See Black Studies 57s (also History 41s).
Second semester. Omitted 2001-02. Professor Blight.

African-American History from Reconstruction to the Present. See Black Studies 58 (also History 42).
Second semester. Professor Blight.

Seminar: Mongrel America. See Black Studies 60f.
First semester. Omitted 2001-02. Professor Ferguson.

Harlem Renaissance: Transnational, Trans-regional, and Cross-racial Journeys. See Black Studies 61.
First semester. Professor Ferguson.

Seminar in Black Studies. See Black Studies 68.
Second semester. Omitted 2001-02.

Industrial Organization. See Economics 24.
Second semester. Professor Takeyama.

Economic History of the United States, 1600-1860. See Economics 28f.
First semester. Professor Barbezat.

Economic History of the United States, 1865-1965. See Economics 29s.
Second semester. Professor Barbezat.

Current Issues in the United States' Economy. See Economics 30.
Second semester. Omitted 2001-02. Professor Barbezat.

From Poor Relief to Welfare-to-Work. See Economics 72.
Second semester. Omitted 2001-02. Professor Barbezat.

The Social Organization of Law. See Law, Jurisprudence and Social Thought 18f (also Political Science 18f).
First semester. Professor Sarat.

Legal Institutions and Democratic Practice. See Law, Jurisprudence and Social Thought 23.
First semester. Professor Douglas.

Law and Social Relations: Persons, Identities and Groups. See Law, Jurisprudence and Social Thought 28f.
First semester. Omitted 2001-02. Professor Umphrey.

The Rhetoric of Law: Nietzsche and the Art of Legislation. See Law, Jurisprudence and Social Thought 30.
Second semester. Lecturer Berkowitz.

Race, Place, and the Law. See Law, Jurisprudence and Social Thought 33s.
Second semester. Omitted 2001-02. Professor Delaney.

Accusation and Confession. See Law, Jurisprudence and Social Thought 36.
Second semester. Omitted 2001-02. Professor Douglas.

Artistic Representation and Legal Regulation. See Law, Jurisprudence and Social Thought 38.
Second semester. Professor Douglas.

Law's History. See Law, Jurisprudence and Social Thought 43s.
Second semester. Omitted 2001-02. Professor Hussain.

The Civil Rights Movement: From Moral Commitment to Legal Change. See Law, Jurisprudence and Social Thought 44f.
First semester. Professor Delaney.

Twentieth-Century American Legal Theory. See Law, Jurisprudence and Social Thought 50.
Second semester. Professor Delaney.

Introduction to African American Music. See Music 38.
Second semester. Professor Lateef of the University of Massachusetts.

Endangered Species: Science, Uncertainty, and Public Policy. See Pick Colloquium 1.
First semester. Professors Dizard, Martini, and Temeles.

The Environmental Imagination. See Pick Colloquium 2.
Second semester. Professor Dizard and Lecturer Looker.

American Government. See Political Science 21s.
Second semester. Omitted 2001-02. Professor Dumm.

Political Obligations. See Political Science 23s.
Second semester. Professor Arkes.

American Politics/Foreign Policy. See Political Science 30f.
First semester. Professor Machala.

The American Presidency. See Political Science 33.
First semester. Omitted 2001-02. Professor Dumm.

Re-Imagining Law: Feminist Interpretations. See Political Science 39 (also Law, Jurisprudence and Social Thought 39).
First semester. Omitted 2001-02. Professor Bumiller.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Omitted 2001-02. Professor Arkes.

The American Constitution II: Federalism, Privacy and "Equal Protection of the Laws." See Political Science 42f.
First semester. Professor Arkes.

American Political Culture. See Political Science 63s.
Second semester. Omitted 2001-02. Professor Dumm.

The Political Thought and Statecraft of Abraham Lincoln. See Political Science 67s.
Second semester. Professor Arkes.

Foreign Policy Seminar. See Colloquium 18.
Second semester. Omitted 2001-02. Professors Machala and Levin.

Contemporary American Drama. See Theater and Dance 28.
Second semester. Professor Mukasa.

Text and Disciplines: Fiction as History. See Women's and Gender Studies 24f.
First semester. Professors Barale and Saxton.

Representing Domestic Violence. See Women's and Gender Studies 53 (also Political Science 53).
First semester. Omitted 2001-02. Professor Bumiller.

ANTHROPOLOGY AND SOCIOLOGY

Professors Babb‡, Dizard, Gewertz, Goheen (Chair), and Himmelstein; Associate Professor Lembo; Assistant Professor Weyland*; Andrew W. Mellon Visiting Assistant Professor MacPhee; Visiting Professor Foran.

The Anthropology and Sociology program is designed to familiarize students with the systematic analysis of culture and social life. While anthropology has tended to focus on preindustrial peoples and sociology has tended to focus on industrial societies, both disciplines share a common theoretical and epistemological history such that insights garnered from one are relevant to the other. The differences in subject matter form a creative tension rather than a distracting divergence.

Major Program. Students will major in either Anthropology or Sociology (though a combined major is, under special circumstances, possible). Anthropology majors will normally take (though not necessarily in this order) Anthropology 11 or 32 and Anthropology 12 and 23. As well, they must take at least one of the following Sociology courses: Sociology 11, 15, or 16. In addition, majors will take at least four additional anthropology courses. Candidates for degrees with Departmental Honors will take Anthropology 77 and 78 in addition to the other major requirements.

Sociology majors will normally take Sociology 11, 15 and 16 and at least one of the following anthropology courses: Anthropology 11, 12, or 23. In addition to these four required courses, majors will also select four courses, including at least one course that focuses on social structure (courses numbered in the 20s) and one that focuses on social processes (courses numbered in the 30s). Candidates for degrees with Departmental Honors will include Sociology 77 and 78 in addition to the other major requirements.

Majors fulfill the department's comprehensive examination requirement by getting a grade of B or better in the relevant theory course (Sociology 15 or Anthropology 23). Those who fail to do so will write a paper on a topic in theory set by the Department.

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*On leave 2001-02.
‡On leave second semester 2001-02.

Anthropology

11. The Evolution of Culture. An analysis of culture in evolutionary perspective, regarding it as the distinctive adaptive mode of humanity. The primary emphasis will be on the relations between biological, psychological, social and cultural factors in human life, drawing on the materials of primatology, paleontology, archaeology and the prehistoric record.

First semester. Professor Goheen.

12. Social Anthropology. An examination of theory and method in social anthropology as applied in the analysis of specific societies. The course will focus on case studies of societies from different ethnographic areas.

Second semester. Professor Gewertz.

21s. Indian Civilization. A general introduction to Indian civilization. The course will survey South Asia's most important religious traditions and social institutions. It will emphasize the historical framework in which Indian civilization has developed its characteristic cultural and social patterns.

Second semester. Omitted 2001-02. Professor Babb.

23. History of Anthropological Thought. An examination of the development of the anthropological tradition from the early nineteenth century to the present. Readings will be drawn from the works of key figures in the development of American, British and French anthropology.

Not open to first-year students. First semester. Professor Babb.

26. African Cultures and Societies. This course explores the cultural meaning of indigenous African institutions and societies. Through the use of ethnographies, novels and films, we will investigate the topics of kinship, religion, social organization, colonialism, ethnicity, nationalism and neocolonialism. The principal objective is to give students an understanding of African society that will enable them better to comprehend current issues and problems confronting African peoples and nations.

Second semester. Professor Goheen.

32. Topics in Contemporary Anthropology. This seminar will concern the fundamental relationship in the discipline of anthropology between ethnographic data and social theory. Students will read contemporary works of social theory based primarily on research in Melanesia in order to examine how anthropologists generalize about social processes from the information they collect in the field and how these generalizations come in turn to affect the collection of field data.

Limited to 20 students. Second semester. Professor Gewertz.

35. Gender: An Anthropological Perspective. This seminar provides an analysis of male-female relationships from a cross-cultural perspective, focusing upon the ways in which cultural factors modify and exaggerate the biological differences between men and women. Consideration will be given the positions of men and women in the evolution of society, and in different contemporary social, political, and economic systems, including those of the industrialized nations.

Limited to 25 students. First semester. Professor Gewertz.

39. The Anthropology of Food. Because food is necessary to sustain biological life, its production and provision occupy humans everywhere. Due to this essential importance, food also operates to create and symbolize collective life.

This seminar will examine the social and cultural significance of food. Topics to be discussed include: the evolution of human food systems, the social and cultural relationships between food production and human reproduction, the development of women's association with the domestic sphere, the meaning and experience of eating disorders, and the connection between ethnic cuisines, nationalist movements and social classes.

Limited to 25 students. First semester. Professor Gewertz.

42. The Crisis of the State in Africa. The European nation-state has been used as a model for the post-colonial state in Africa. But the historical and cultural development of African society has differed markedly from that of the West. This course will examine in detail state systems in Africa. Topics will include theories on the formation of states, the nature of political behavior, and the dynamics of coercion, consent, legitimacy and power in non-Western and colonial cultures. Histories of precolonial African societies, the colonial states, and independent African polities will be read in conjunction with the anthropological works to incorporate insights from both. Various case studies taken from West, Central and Southern Africa will be emphasized. Offered in alternate years.

Recommended: A prior course pertaining to Africa and consent of the instructors. Limited to 20 students. Second semester. Omitted 2001-02. Professors Goheen and Redding.

43s. Economic Anthropology and Social Theory. This course will look at the relationship between economy and society through a critical examination of Marx with particular emphasis on pre-capitalist economies. The more recent work of French structural Marxists and neo-Marxists, and the substantivist-formalist debate in economic anthropology will also be discussed. The course will develop an anthropological perspective by looking at such "economic facts" as production, exchange systems, land tenure, marriage transactions, big men and chiefs, state formation, peasant economy, and social change in the modern world.

Second semester. Professor Goheen.

45. Medical Anthropology. This course surveys major approaches to the anthropology of health and illness, including the cultural construction of knowledge, symbolic interpretation, performance theory, the political-economy of illness, and bio-cultural analysis. Critical review and discussion of readings will illuminate the roles of power, morality, social relations, and aesthetics in shaping human interpretations of and feelings about physical and psychological experience. Cross-cultural case studies in western and non-western contexts will engage such topics as immunity, AIDS, shamanism, tuberculosis, and maternal-child health.

First semester. Professor MacPhee.

48. Topics in Culture, Health, and Healing: Ethnomedicine. This course engages anthropological research on illness, treatment, and healers in places where Western bio-medicine is but one alternative for health care. Drawing on anthropological theories of culture, religion, aesthetics, socio-linguistics, and psychology, the course will consider questions concerning the experience of illness and suffering, the social meaning of illness categories, and the process through which healing occurs somatically as well as emotionally, socially and spiritually.

Limited to 20 students. Second semester. Professor MacPhee.

77, 78. Senior Departmental Honors.

97, H97, 98, H98. Special Topics. Independent Reading Courses. Full or half course.
First and second semesters. The Department.

RELATED COURSES

The Evolution of Human Nature. See Biology 14.
Second semester. Professor Zimmerman.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.
Second semester. Professor Abiodun.

The American Southwest. See History 40.
Second semester. Omitted 2001-02. Professor Sandweiss.

Sociology

11. Self and Society: An Introduction to Sociology. Sociology is built on the premise that human beings are crucially shaped by the associations each person has with others. These associations range from small, intimate groups like the family to vast, impersonal groupings like a metropolis. In this course we will follow the major implications of this way of understanding humans and their behavior. The topics we will explore include: how group expectations shape individual behavior; how variations in the size, structure, and cohesion of groups help account for differences in individual behavior as well as differences in the patterns of interaction between groups; how groups, including societies as a whole, reproduce themselves; and why societies change. As a supplement to readings and lectures, students will be able to use original social survey data to explore first-hand some of the research techniques sociologists commonly use to explore the dynamics of social life.
First semester. Professor Lembo.

15. Foundations of Sociological Theory. Sociology emerged as part of the intellectual response to the French and Industrial Revolutions. In various ways, the classic sociological thinkers sought to make sense of these changes and the kind of society that resulted from them. We shall begin by examining the social and intellectual context in which sociology developed and then turn to a close reading of the works of five important social thinkers: Marx, Tocqueville, Weber, Durkheim, and Freud. We shall attempt to identify the theoretical perspective of each thinker by posing several basic questions: According to each social thinker, what is the *general* nature of society, the individual, and the relationship between the two? What are the distinguishing features of modern Western society *in particular*? What distinctive dilemmas do individuals face in modern society? What are the prospects for human freedom and happiness? Although the five thinkers differ strikingly from each other, we shall also determine the extent to which they share a common "sociological consciousness."
First semester. Professor Himmelstein.

16. Social Research. This course introduces students to the range of methods with which sociologists and anthropologists work as they endeavor to create systematic understandings of social action. The strengths and weaknesses of these methods will be explored. Students will be expected to carry out a small scale research project or work with data already available from survey and census materials. Emphasis will be more on general procedures and epistemological issues than on narrowly defined techniques and statistical proofs.

Requisite: Sociology 11 or Anthropology 11 or 12. Second semester. Professor Dizard.

18. The Development of Sociological Theory. This course examines some of the basic schools of sociological theory and how they have developed in critical relation to each other and to the classics of sociology. It includes those theories that have been around American sociology for so long that they seem established and indigenous (structural-functionalism, conflict theory, exchange theory, interactionism) and those that are new enough to seem critical and insurgent (Marxism and critical theory, feminist theory, post-structuralism).

Second semester. Professor Himmelstein.

21. The Family. The intent of this course is to assess the sources and implication of changes in family structure. We shall focus largely on contemporary family relationships in America, but we will necessarily have to examine family forms different from ours, particularly those that are our historical antecedents. From an historical/cross-cultural vantage point, we will be better able to understand shifting attitudes toward the family as well as the ways the family broadly shapes character and becomes an important aspect of social dynamics.

First semester. Omitted 2001-02. Professor Dizard.

24f. State and Society. This course examines the nature of power, authority, and the modern state. It looks at statemaking as a process and the modern state as a problematic entity. It also examines some of the major issues inherent in the very existence of the modern state. These include several of the following: the conditions that promote democracy; the nature of the welfare state; the complicated relationship between state, nation, and ethnicity; and/or the significance of cultural issues (and culture wars) in contemporary politics.

First semester. Omitted 2001-02. Professor Himmelstein.

26f. The Postmodern Condition. The postmodern condition may be understood as a distinctive form of social organization that is emerging from interrelated changes in political economy, technology, social structure, and cultural practice. This course will begin by examining a number of perspectives on the transition from modernity, paying particular attention to the ways that social, political, economic, and cultural dimensions of this tradition have been theorized in scholarly accounts. In treating the rise of the post-modern condition from a sociological perspective, the role of the mass media and consumer society will be emphasized. The course will also focus on the deconstruction and reconstruction of identity and a sense of place in a broad range of cultural practices and representational forms. This will involve a consideration of the meanings and uses of ideas of "difference" and "otherness" and of the existence and parameters of social and cultural "borderlands." The postmodern condition is understood to involve both a reactive search for stable identities and coherent cultural practices as well as new formations of identity and cultural practice within a heterogeneous, fragmented, and unstable social order.

Admission with consent of the instructor. Limited to 20 students. First semester. Professor Lembo.

32f. Social Movements. Under what conditions do individuals give their energy, time, resources, and even lives to collective efforts to effect social change? This is the central question of the sociology of social movements and collective behavior. We shall explore this question (and the more fundamental ones about social order underlying it) by first examining the most important theories on the topic and the debates that occur within and among them. We shall then apply these theories to feminist and anti-feminist movements in the United States and to women's movements around the world.

First semester. Professor Himmelstein.

33s. Social Construction of the Self. This course brings together the perspectives of psychoanalysis, symbolic interactionism, developmental social psychology, as well as a variety of accounts in sociology, literature, and popular culture, to explore how a sense of self and identity develop in social life. Although the focus is on Western culture and traditions, we will be examining documentation provided by cross-cultural accounts in order to contextualize and problematize the truth claims of Western notions of identity construction and self-formation.

Second semester. Omitted 2001-02.

34. Social Class. This course will consider various ways that class matters in the United States. Historical accounts will be used in conjunction with sociological theories to discuss the formation of classes, including the formation of discourses and myths of class, in American society. Class will then serve as a lens to examine the origins and characteristics of social stratification and inequality in the U.S. The bulk of the course will focus on more contemporary issues of class formation, class structure, class relations, and class culture, paying particular attention to how social class is actually lived out in American culture. Emphasis will be placed on the role class plays in the formation of identity and the ways class cultures give coherence to daily life. In this regard, the following will figure importantly in the course: the formation of upper class culture and the role it plays in the reproduction of power and privilege; the formation of working class culture and the role it plays in leading people to both accept and challenge class power and privilege; the formation of the professional middle class and the importance that status anxiety carries for those who compose it. Wherever possible, attention will be paid to the intersection of class relations and practices with those of other social characteristics, such as race, gender and ethnicity. The course will use sociological and anthropological studies, literature, autobiographies, and films, among other kinds of accounts, to discuss these issues.

Limited to 30 students. Second semester. Professor Lembo.

35. Hispanics in the United States. This course will explore the experiences of the many Latino groups (Mexican, Puerto Rican, Dominican, Cuban, Salvadoran, etc.) in the United States and their impact on the politics, popular culture, literature and the arts of the United States. Through the study of ethnographic accounts, visual documentaries, novels and short stories, we will explore such themes as identity formation, community structures, assimilation and hybridity.

First semester. Omitted 2001-02. Professor Weyland.

36. Global Corporations, Migration, and National Culture in the Americas. In this course we will look at the global economy from an interdisciplinary perspective, paying particular attention to the causes and consequences of globalization in Latin America. We will examine the effects that global corporations, and U.S. businesses in particular, have had on this region in terms of the formation of Free Trade Export Zones, the rising of revolutions and social movements, NAFTA agreements, and the "Global Shopping Mall." In this enlarging corporate context, we will explore transnational communities' dynamics and border theory culture; the changing definitions of race, gender, and ethnicity in the United States and abroad and the various discourses of modernity informing hegemonic power and transnationalism. We will also study the social configuration of different migrant communities in the United States and the ties between these communities and their home countries. These cultural, political, and economic ties have given new meaning to the concept of national identity, multiculturalism, the role of the nation-state, and the relationship between local-global communities.

Second semester. Omitted 2001-02. Professor Weyland.

37. The Sociology of Revolutions. This course will survey the causes, processes, and outcomes of some of the major social revolutions of the modern epoch. Beginning with Theda Skocpol's path-breaking study of the French, Russian, and Chinese revolutions, we will move to a consideration of revolutions in the Third World (including Cuba 1953-59, Algeria 1954-62 and in the 1990s, Chile 1970-73, Central America in the 1970s and 1980s, and Iran 1977-79), then to the issue of revolution in the First World (Ireland 1922, France 1968), closing with speculation on the future of revolutions, giving special attention to the situation unfolding in Chiapas, Mexico. Various theories of revolution will be considered along the way, and comparisons among the cases will prompt fresh thinking toward new theories. We will spend much effort in trying to account for the complex causes of these events, and the patterns that might exist across cases. We will explore debates over who makes revolutions, exactly, and why, allowing us to look at the intersecting stratification systems of class, race/ethnicity, and gender. We will be asking what difference a revolution makes, and confront the question of why and how these revolutions have fallen short of the goals of their makers. Finally, we will think about whether there are likely to be revolutions in the future, and if so, how they might have different (or better) endings.

First semester. Limited to 25 students. Professor Foran.

39s. Sociology of Conflict and Conflict Resolution. In this course we will explore the structural and social psychological origins of conflict, attentive especially to discovering those factors that seem to propel conflict toward violent confrontations. By examining a wide range of conflicts, from interpersonal discord to racial antagonisms and class conflicts to conflicts between nation-states, we will review a variety of theoretical approaches and perspectives. In addition to analyses of conflict, we shall also examine the growing literature on conflict resolution in an attempt to understand the mechanisms that might be useful for averting conflict and reducing tensions between hostile parties.

Requisite: Sociology 11 or 15; or Anthropology 11 or 12 or 23; or consent of the instructor. Second semester. Omitted 2001-02. Professor Dizard.

41s. The American Right. Since the election of Ronald Reagan in 1980, the Right has been a dominant force in American politics. This course examines the American Right with the focus changing from year to year.

Second semester. Professor Himmelstein.

42. Visual Discourses and Cultures: Documentary Photography and Ethnographic Work. Through the different uses and meanings of photographic and videotaped images, we will explore how individuals and social groups reveal and frame their culturally diverse experiences. We will also examine how social scientists address these issues when conducting empirical research by looking at the power relations behind ethnographic work and the "collaborative" uses of the camera. In this course we will question dominant visual discourses and existing power relations in different societies and at different historical moments with an emphasis on race, ethnicity, class, and gender.

Ideas pertaining to identity politics, the body politic, visual representation, and ethnocentric views of the other will be considered as they emerge in the works of the sociologists, anthropologists, documentary photographers, and filmmakers that we study. Students will have access to a darkroom and will work collaboratively with members of the Holyoke community in building a photographic archive of projects leading to social change.

Second semester. Omitted 2001-02. Professor Weyland.

44. Sport and Society. A cross-cultural study of sport in its social context. Topics will include the philosophy of play, games, contest, and sport; the evolution of modern sport in industrial society; Marxist and Neo-Marxist interpretations of sport; economic, legal, racial and sexual aspects of sport; national character and sport; social mobility and sport; sport in literature and film. Three meetings per week.

Second semester. Professor Guttmann.

48. The Social Experience of Mass Culture. This course focuses on processes of meaning-making and cultural formation that occur in a consumer society. Central to this is an understanding of the role that the mass media and, increasingly, new information technologies play in structuring the processes of meaning-making and cultural formation with which people are engaged. We will first review theories that identify powerful influences of the media, technology, and consumer society in shaping a person's sense of self and identity, and in determining broader patterns of social life and cultural practice. Then we will focus on research that explores contexts in which individuals and groups come into contact with consumer society, empirically grounding our ideas about self-understandings and cultural forms that emerge from consumer society. Emphasis will be placed on understanding the specific conditions in which media imagery has the power to shape a participant's sense of self and common sense understandings of the social world; the forms of power that are most influential; the conditions in which that power is deflected, opposed, and transformed, both by individuals and groups; and the ways in which new capabilities of self and forms of cultural practice emerge in participants' handling of media, technology, and the goods of consumer society in everyday life.

Admission with consent of the instructor. Limited to 15 students. Second semester. Professor Lembo.

77, 78. Senior Departmental Honors.

97, H97. 98, H98. Special Topics.

RELATED COURSES

Endangered Species: Science, Uncertainty, and Public Policy. See Pick Colloquium 1.

Not open to first-year students. Limited to 25 students. First semester. Professors Dizard, Martini, and Temeles.

The Environmental Imagination. See Pick Colloquium 2.

Not open to first-year students. Limited to 20 students. Second semester. Professor Dizard and Lecturer Looker.

Israel, Palestine, and the Arab-Israeli Conflict: From Nationalism to Globalism. See Political Science 37.

Limited enrollment. Open to juniors and seniors. First semester. Professor Stein.

ASIAN LANGUAGES AND CIVILIZATIONS

Professors Babb‡ (Chair, first semester), Dennerline‡, R. Moore, Reck, and Tawa (Chair, second semester); Assistant Professors Brandt and Caddeau*; Senior Lecturer Lan; Lecturers Miyama, Shen, Teng, and Yamamura; Teaching Assistant Kumagai.

Affiliated Faculty: Professors Basu and Morse‡; Associate Professor Elias; Director of the Five College Arabic Program El-Hibri.

Asian Languages and Civilizations is an interdisciplinary exploration of the histories and cultures of the peoples of Asia. Through a systematic study of the languages, societies, and cultures of the major civilizations that stretch from the Arab World to Japan, we hope to expand knowledge and challenge presuppositions about this large and vital part of the world. The purpose is to encourage in-depth study as well as to provide guidance for a general inquiry into the problem of cultural difference and its social and political implications, both within Asia and between Asia and the West.

Major Program. The major program in Asian Languages and Civilizations is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one area. As language study or use is an essential part of the major, language defines the area of concentration.

Requirements. All majors are required to take a minimum of nine courses dealing with Asia, exclusive of first-year language courses. A major's courses must include Colloquium on Asia (Asian 31), and three of four civilizations courses (West Asia, India, China, and Japan) or their equivalents. (Members of the classes of 2002-04 may substitute Asian 11 for Asian 31.) The following courses may be applied to the Civilizations requirement: (No course on West Asian Civilization is currently offered); India—Asian 22; China—Asian 24; Japan—Asian 21, Asian 23, Asian 25. In addition, each student will show a certain minimum level of competence in one language, either by completing the second year of that language at Amherst or by demonstrating equivalent competence in a manner approved by the department. For graduation with a major in Asian Languages and Civilizations, a student must have a minimum B– grade average for language courses taken within his or her area of concentration. Students taking their required language courses elsewhere, or wishing to meet the language requirement by other means, may be required, at the discretion of the department, to pass a proficiency examination. No pass-fail option is allowed for any courses required for the departmental major.

Area Concentration. When declaring the major, each student will plan a concentration in consultation with a member of the department. The concentration will include a language, the appropriate civilization course, and at least two additional non-language courses dealing entirely or substantially with the chosen area or country of concentration. Students are encouraged to enroll in relevant courses in the disciplines as well.

Comprehensive Evaluation. Students writing senior theses fulfill the department's comprehensive requirement. Other majors will, by the middle of the second semester of their senior year, fulfill the requirement by completing essays on a

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*On leave 2001-02.
‡On leave second semester 2001-02.

general topic in Asian studies to be evaluated by the department. The essay will respond to a topic, set by the department, of general interest to Asianists.

Departmental Honors Program. Students who wish to be candidates for Departmental Honors must submit a thesis proposal to the Department for its approval and, in addition to the nine required courses, enroll in Asian 77 and 78.

Study Abroad. The Department supports a program of study in Asia during the junior year as means of developing mastery of an Asian language and enlarging the student's understanding of Asian civilization, culture, and contemporary society. Asian Languages and Civilizations majors are therefore encouraged to spend at least one semester abroad during the junior year pursuing a plan of study which has the approval of the Department. Students concentrating on Japan should apply to Amherst College's Associated Kyoto Program (AKP) at Doshisha University in Kyoto or other approved programs. Similar arrangements can be made in consultation with members of the Department for students who wish to study in China, India, Korea, or Egypt.

Courses. Courses listed under the various subheadings below, including "Related Courses," may be applied to meet the requirements of the major. Listed courses that deal exclusively with the area of concentration or include substantial material from that area may be counted toward the area concentration. To request that any other course meet a requirement, the student must petition the department in a timely fashion.

GENERAL ASIAN COURSES

12. Introduction to the Literature of East Asia. A survey of major texts from China, Korea, and Japan from the classical to the contemporary. This course will examine the themes of love and familial relations as depicted in important religious, philosophical, historical, and literary works. Readings and discussion in English. Frequent writing.

Second semester. Omitted 2001-02. Professor Caddeau.

13. Arts of Asia. (Also Fine Arts 59.) See Fine Arts 59.

First semester. Professor Morse.

14. Music of the Whole Earth. (Also Music 24.)

Second semester. Omitted 2001-02.

15s. Buddhism in Theory and Practice. (Also Religion 23s.) See Religion 23s.

Second semester. Omitted 2001-02.

CIVILIZATION COURSES

21. Literature, Drama, and Religion of Premodern Japan. This course consists of close reading, lecture, and discussion concerning representative works of literature and drama from ancient to premodern Japan. Theoretical analysis of these works will be integrated with readings from the sociology and anthropology of religion as well as material related to the history of religion in Japan. The course aims to study the relationship between religious belief and literary practice with an emphasis on the impact of ritual on the form and content of literary and dramatic works. From this examination, the course seeks a heightened appreciation for the process of literary creation and the influence of religion on the development of Japanese culture. Readings and discussion will be in English.

First semester. Omitted 2001-02. Professor Caddeau.

22. Indian Civilization. (Also Anthropology 21s.) See Anthropology 21s.
Second semester. Omitted 2001-02.

23s. Arts of Japan. (Also Fine Arts 63s.) See Fine Arts 63s.
Second semester. Omitted 2001-02.

24f. Chinese Civilization. (Also History 15.) See History 15.
First semester. Professor Dennerline.

25. Japanese History to 1600. (Also History 17.) See History 17.
First semester. Professor Brandt.

(No courses on West Asian Civilization are currently offered.)

COLLOQUIA

31s. Asian Studies Colloquium. A close study of a focused topic that has broad significance in Asian Studies. Normally to be team-taught by two faculty of the department. The approach will be multidisciplinary; the goal of the course will be to explore a subject of interest in Asian studies that also has suggestive implications for issues in the humanities and social sciences.

Limited to 25 students. Second semester. Omitted 2001-02..

OTHER COURSES

41. Modern Japanese Literature. A survey of major writers and works of Japanese fiction in translation. The course begins with an examination of literary movements such as naturalism and the I-novel. Our study of these early experiments with literary style will lead to a comprehensive analysis of ways in which personal experience, self-discovery, and confession were used to redefine and expand the boundaries of fictional narrative in Japan during the twentieth century. Readings address the impact of the West; the influence of anxiety in shaping literary development; the concerns of post-war and post-modern generations; and the reception of English-language fiction by ethnic Japanese authors in the West. Authors covered include Ôgai, Sôseki, Ichiyô, Tanizaki, Kawabata, Dazai, Mishima, Ôe, Murakami, and Ishiguro. Reading and discussion in English.

First semester. Omitted 2001-02. Professor Caddeau.

42. Japanese Film and Literature. A study of Japanese narrative in film and literature from the late nineteenth century to the present. Major themes include the dynamics of realism and fantasy, tension between tradition and modernity, and depictions of anger and beauty. Readings include the works of Akinari, Ôgai, Sôseki, Tanizaki, Ôe, and Yoshimoto.

Films include those directed by Ozu, Mizoguchi, Kurosawa, Honda, Imamura, and Teshigahara. Attendance at weekly film screenings in addition to scheduled class time is expected. Readings and discussion will be in English.

First semester. Omitted 2001-02. Professor Caddeau.

43. Arts of China. (Also Fine Arts 60f.) See Fine Arts 60f.
First semester. Omitted 2001-02.

44. Approaches to Chinese Painting. (Also Fine Arts 61s.) See Fine Arts 61s.
Second semester. Omitted 2001-02.

45s. Later Japanese Art. (Also Fine Arts 65s.) See Fine Arts 65s.
Second semester. Omitted 2001-02.

46. Modern China. (Also History 16.) See History 16.
Second semester. Omitted 2001-02.

47s. Modern Japan. (Also History 18.) See History 18.
Second semester. Professor Brandt.

48. The Middle East from 1300 to the Present. (Also History 20.) See History 20.
Second semester. Professor Wilson of the University of Massachusetts.

50. Seminar on the American Defeat and Occupation of Japan. (Also History 73s.) See History 73s.
Limited to 20 students. Second semester. Professor Moore.

51s. Japan and Imperialism in East Asia. (Also History 59s.) See History 59s.
Second semester. Professor Brandt.

52. Histories of Consumption: Western Europe, the U.S., Japan. (Also History 91s.) See History 91s.
Second semester. Omitted 2001-02.

53s. Seminar in World Music: The Music of India. (Also Music 25s.) See Music 25s.
Second semester. Omitted 2001-02.

54f. Asian and Asian American Women: Myths of Deference, Arts of Resistance. (Also Political Science 47 and Women's and Gender Studies 47.) See Political Science 47.
First semester. Omitted 2001-02. Professor Basu.

55s. Muhammad and the Qur'an. (Also Religion 24.) See Religion 24.
Second semester. Professor Elias.

56f. Sufism. (Also Religion 53.) See Religion 53.
First semester. Omitted 2001-02. Professor Elias.

57. Islam in the Modern World. (Also Religion 55.) See Religion 55.
First semester. Professor Elias.

58f. Tibetan Religion. (Also Religion 25.) See Religion 25.
First semester. Omitted 2001-02.

59. Issues in Buddhist Philosophy. (Also Religion 72f.) See Religion 72f.
Limited enrollment. First semester. Professor to be named.

77, 78. Senior Departmental Honors.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. Members of the Department.

RELATED COURSES

Constructing Space in Japan. See Fine Arts 91, topic 1.
First semester. Professor Upton.

Edo and Tokyo: From the Ukiyo to Urban Chic. See Fine Arts 91, topic 2.
First semester. Professor Morse.

Buddhist Women and Representations of the Female. See Religion 30f.
First semester. Omitted 2001-02.

Women and Islamic Constructions of Gender. See Religion 56.
Second semester. Professor Elias.

Arabic

First- and second-year Arabic are offered as part of the Five College Near Eastern Studies Program. When omitted at Amherst, these courses are offered at the University of Massachusetts and one of the other college campuses. Third-year Arabic courses are offered at the University of Massachusetts as Arabic 326 and 426. Advanced Arabic courses are taught by special arrangement with faculty members in the department. For more information contact Professor El-Hibri, Director of the Five College Arabic Program. See also Five College Courses by Five College Faculty in this Catalog.

1. First-Year Arabic I. This year-long course introduces the basics of Modern Standard Arabic, also known as Classical Arabic. It begins with a coverage of the alphabet, vocabulary for everyday use, and essential communicative skills relating to real-life and task-oriented situations (queries about personal well-being, family, work, and telling the time). Students will concentrate on speaking and listening skills, as well as on learning the various forms of regular verbs, and on how to use an Arabic dictionary.

First semester. Professor El-Hibri.

2. First-Year Arabic II. A continuation of Arabic 1.

Requisite: Arabic 1 or equivalent. Second semester. Professor El-Hibri.

3. Second-Year Arabic I. This course expands the scope of the communicative approach, as new grammatical points are introduced (irregular verbs), and develops a greater vocabulary for lengthier conversations. Emphasis is placed on reading and writing short passages and personal notes. This second-year of Arabic completes the introductory grammatical foundation necessary for understanding standard forms of Arabic prose (classical and modern literature, newspapers, film, etc.) and making substantial use of the language.

Requisite: Arabic 2 or equivalent. First semester. Omitted at Amherst College 2001-02. (To be offered at the University of Massachusetts as Arabic 226.)

4. Second-Year Arabic II. Continued conversations at a more advanced level, with increased awareness of time-frames and complex patterns of syntax. Further development of reading and practical writing skills.

Requisite: Arabic 3 or equivalent or consent of the instructor. Second semester. Omitted at Amherst College 2001-02. (To be offered at the University of Massachusetts as Arabic 246.)

97, 98. Special Topics. Independent reading course.

First and second semesters. Five College Teachers of Arabic.

Chinese

1. First-Year Chinese I. An introduction to Mandarin Chinese. This course emphasizes an integrated approach to basic language skills: listening, speaking, reading, and writing. Three class meetings per week are supplemented by two drill sessions and individual work in the language lab at the media center. A placement test will be given before class begins.

First semester. Senior Lecturer Lan and Lecturer Teng.

2. First-Year Chinese II. A continuation of Chinese 1. By the end of the course, students are expected to master basic Chinese grammar points and sentence patterns. Three class meetings per week are supplemented by two drill sessions and individual work in the language lab at the media center.

Requisite: Chinese 1 or equivalent. Second semester. Senior Lecturer Lan and Lecturer Teng.

3. **Second-Year Chinese I.** This course in Mandarin Chinese stresses oral and written proficiency at the intermediate level. In addition to the textbook there will be supplementary reading materials. Three class hours supplemented by two drill sessions and individual work in the media center.
Requisite: Chinese 2 or equivalent. First semester. Lecturer Shen.

4. **Second-Year Chinese II.** A continuation of Chinese 3. This course stresses oral proficiency and introduces simplified characters. Additional supplementary reading materials will be used. Three class hours supplemented by two drill sessions and work in the media center.
Requisite: Chinese 3 or equivalent. Second semester. Lecturer Shen.

5. **Third-Year Chinese I.** This course is designed to expose students to more advanced and comprehensive knowledge of Mandarin Chinese, with an emphasis on both linguistic competence and communicative competence. The class will be conducted mostly in Chinese. Three class hours supplemented by individual work in the media center. Three class meetings per week.
Requisite: Chinese 4 or equivalent. First semester. Lecturer Teng.

6. **Third-Year Chinese II.** A continuation of Chinese 5. Developments of basic four skills will continue to be stressed. Students will be trained to write articles and to read Chinese in both print and hand-written forms. Three class hours supplemented by individual work in the media center. Three class meetings per week.
Requisite: Chinese 5 or equivalent. Second semester. Lecturer Teng.

7. **Fourth-Year Chinese I.** In addition to the continued development of linguistic skills in reading, writing and speaking, this course will introduce the advanced students of Chinese to a reading list of authentic texts that includes poetry, essays, and short stories by major Chinese writers and poets. Classes, primarily conducted in Chinese, meet twice a week.
Requisite: Chinese 6 or equivalent. First semester. Senior Lecturer Lan.

8. **Fourth-Year Chinese II.** Continuation of Chinese 7. Besides modern literary texts, some classical texts, prose and poetry, will be introduced to students to strengthen their mastery and appreciation of the Chinese language. Two class meetings per week.
Requisite: Chinese 7 or equivalent. Second semester. Omitted 2001-02. Senior Lecturer Lan.

10. **The Art of Translation/Interpretation.** Translation/interpretation is, in our new intellectual landscape, viewed as socio-cultural transmission. It is also an indispensable component in second language acquisition. With an emphasis on the socio-cultural aspects of language, the course is designed to help advanced students to master the ability of translating/interpreting from his or her home language to the target language and vice versa, in this case, English and Chinese. Students will be trained to appreciate and critique samples of translations by seasoned translators and will be required to complete translation/interpretation assignments, based on English and Chinese materials selected from literary works, political essays and speeches, etc. The assignments, including the final project, are to a great extent individualized, according to the students' needs and in consultation with the instructor.
Requisite: Chinese 7 or equivalent. Second semester. Senior Lecturer Lan.

97, 98. Special Topics. Independent reading course.
First and second semesters. Members of the Department.

Japanese

1. First-Year Japanese I. The course will provide an introduction to the basic patterns of modern Japanese. Attention will be given to developing skills of speaking, reading, writing, and listening. All of the kana syllabary and approximately 200 basic kanji will be covered. Three class meetings per week plus two drill sessions and individual work in the media center.

First semester. Professor Tawa and Teaching Assistant Kumagai.

2. First-Year Japanese II. A continuation of Japanese 1. The course will emphasize mastery of patterns and will employ written materials introducing more kanji (additional 300 kanji). Three class meetings per week plus two drill sessions and individual work in the media center.

Requisite: Japanese 1 or equivalent. Second semester. Professor Tawa and Teaching Assistant Kumagai.

3. Second-Year Japanese I. The course will emphasize development of all four skills (speaking, reading, writing, and listening) at a more complex, multi-paragraph level. Two class meetings per week plus three drill sessions and individual work in the media center.

Requisite: Japanese 2 or equivalent. First semester. Lecturer Miyama and Teaching Assistant Kumagai.

4. Second-Year Japanese II. A continuation of Japanese 3. Oral practice, reading, and writing. The course will focus on reading authentic Japanese texts. For development of conversational skills, the class will be conducted mostly in Japanese. Two class meetings per week plus three drill sessions and individual work in the media center.

Requisite: Japanese 3 or equivalent. Lecturer Miyama and Teaching Assistant Kumagai.

5. Third-Year Japanese I. Discussion and writing based on contemporary Japanese readings. Emphasis on developing reading and writing skills. This course provides exposure to more complex grammatical constructions and extensive practice in reading authentic Japanese texts of moderate to great difficulty. The class will be conducted entirely in Japanese. Three class meetings per week plus two drill sessions.

Requisite: Japanese 4 or equivalent. First semester. Lecturer Yamamura.

6. Third-Year Japanese II. A continuation of Japanese 5. Three class meetings per week plus two drill sessions.

Requisite: Japanese 5 or equivalent. Second semester. Lecturer Yamamura.

7. Fourth-Year Japanese I. This course is designed for the advanced student of Japanese who wishes to develop a high proficiency in reading authentic material and to develop a better writing style in Japanese. Readings will be selected from novels, scientific articles, expository prose and journalistic writings. The class will be conducted entirely in Japanese. Two class meetings per week plus two or three drill sessions.

Requisite: Japanese 6 or equivalent. First semester. Lecturer Yamamura.

8. Fourth-Year Japanese II. A continuation of Japanese 7. Two class meetings per week plus two or three drill sessions.

Requisite: Japanese 7 or equivalent. Second semester. Lecturer Yamamura.

15. Reading Japanese Novels in the Original. This course is designed to give advanced students experience in reading Japanese literature in the original. The emphasis of the course will be on comprehension and analysis of the works read through class discussion and presentations. Writing assignments will be given to develop critical and creative writing skills in Japanese. Readings and discussion will be in Japanese.

Requisite: Japanese 8 or equivalent. First semester. Lecturer Miyama.

16. Japanese Literature and Film. This course is designed to improve the advanced student's command of spoken and written Japanese through film and literature. The course will emphasize comprehension, both aural and written, of works in Japanese, and development of vocabulary and idiomatic expression in Japanese. Critical language skills will be developed through frequent writing assignments as well as oral presentations.

Requisite: Japanese 8 or equivalent. Second semester. Lecturer Miyama.

97, 98. Special Topics. Independent reading course.

First and second semesters. Members of the Department.

ASTRONOMY

Professor Greenstein.

Five College Astronomy Department Faculty: Professors Dennis, Edwards, Greenstein, Irvine, Kwan, Schloerb, Schneider, Skrutskie, Snell (Chair), Weinberg, White, and Young; Associate Professors Katz and Tademaru; Assistant Professors Lowenthal, Wang, Wilson, and Yun; Research Professors Erickson and Predmore; Research Associate Professor Heyer; Research Assistant Professors Kanbur, Narayanan, and Stiening; Teaching Fellows Hameed, Leonard, and Vespenini.

Astronomy was the first science, and it remains today one of the most exciting and active fields of scientific research. Opportunities exist to pursue studies both at the non-technical and advanced levels. Non-technical courses are designed to be accessible to every Amherst student: their goal is to introduce students to the roles of quantitative reasoning and observational evidence, and to give some idea of the nature of the astronomical universe. These courses are often quite interdisciplinary in nature, including discussion of issues pertaining to biology, geology and physics. Advanced courses are offered under the aegis of the Five College Astronomy Department, a unique partnership between Amherst, Smith, Mount Holyoke and Hampshire Colleges and the University of Massachusetts. As a result of this partnership, students can enjoy the benefits of a first-rate liberal arts education while maintaining association with a research department of international stature. Students may pursue independent theoretical and observational work in association with any member of the department, either during the academic year or summer vacation. Advanced students pursue a moderate study of physics and mathematics as well as astronomy.

A joint Astronomy Department provides instruction at Amherst, Hampshire, Mount Holyoke and Smith Colleges and the University of Massachusetts. Introductory courses are taught separately at each of the five institutions; advanced courses are taught jointly. ASTFC indicates courses offered by the Five College Astronomy Department. These courses are listed in the catalogs of all the institutions. For ASTFC courses, students should go to the first scheduled class meeting on or following Thursday, September 6, for the fall semester and

Wednesday, January 30, for the spring semester. The facilities of all five institutions are available to departmental majors. (See description under Astronomy 77, 78.) Should the needs of a thesis project so dictate, the Department may arrange to obtain special materials from other observatories.

Major Program. The minimum requirements for the *rite* major are Astronomy 11 or 12, two Astronomy courses at the 20-level, two Astronomy courses at the 30-level or higher, Physics 32 and 33, and Mathematics 11 and 12.

Students intending to apply for admission to graduate schools in astronomy are warned that the above program is insufficient preparation for their needs. They should consult with the Department as early as possible in order to map out an appropriate program.

Students even considering a major in Astronomy are strongly advised to take Mathematics 11, Physics 32, and either Astronomy 11 or 12 during the first year. The sequence of courses and their requisites is such that failure to do so would severely limit a student's options. All Astronomy majors must pass a written comprehensive examination in the second semester of their senior year.

11. Introduction to Modern Astronomy. A course reserved exclusively for students not well-versed in the physical sciences. The properties of the astronomical universe and the methods by which astronomers investigate it are discussed. Topics include the nature and properties of stars, our Galaxy, external galaxies, cosmology, the origin and character of the solar system, and black holes. Three one-hour lectures per week.

Enrollment limited. Admission with consent of the instructor. No student who has taken any upper level math or science course will be admitted. First semester. Professor Greenstein.

12. The Unseen Universe. In recent years astronomers have come to realize that the view of the universe which we get through telescopes is not telling us the whole story. Rather, in addition to all the astronomical objects which we can directly observe, the universe contains an enormous number of unseen things: objects which we have never directly detected and, in some cases, which we never will. Some of these objects are black holes, some are planets orbiting nearby stars, and the nature of the rest—the mysterious "dark matter"—is entirely unknown to us.

In this course, working with real data, students will retrace the path whereby we have come to this remarkable conclusion. Much of the course takes an inquiry-based approach to learning, in which students forge their own understanding through seminar discussions and their own efforts. This is a first course in Astronomy; and while much of the work will involve computers, no previous programming experience is required. Two class meetings per week plus computer laboratories.

Requisite: A solid foundation in mathematics and some quantitative science at the high school level. Second semester. Professor Greenstein.

14f. Stars and Galaxies. An introductory course appropriate for both physical science majors and students with a strong pre-calculus background. Topics include: the observed properties of stars and the methods used to determine them, the structure and evolution of stars, the end-points of stellar evolution, our Galaxy, the interstellar medium, external galaxies, quasars and cosmology.

First semester. Omitted 2001-02.

14. Stars and Galaxies. Same description as Astronomy 14f.

Second semester. Professor to be named.

15s. History of Astronomy. (ASTFC) Developments in astronomy and their relation to other sciences and the social background. Astronomy and cosmology from earliest times; Babylonian and Egyptian computations and astrological divinations; Greek science, the Ionians, Pythagorean cosmos, Aristotelian universe, and Ptolemaic system; Islamic developments, rise of the medieval universe, and science and technology in the Middle Ages; the Copernican Revolution and the infinite universe; the Newtonian universe of stars and natural laws, the mechanistic universe in the Age of Reason of the eighteenth century (century of progress), and in the nineteenth century (century of evolution). Developments in gravitational theory from ancient until modern times; developments in our understanding of the origin, structure, and evolution of stars and galaxies; and developments in modern astronomy. Nontechnical with emphasis on history and cosmology.

Second semester. Professor Edwards.

20. Astronomy and Public Policy. Astronomical issues that impact our society will be explored in a seminar format. The approach for each issue will be to pose a question based on a body of scientific evidence with potential consequences for human society. The answers to these questions will be investigated both on scientific and societal grounds. Scientific issues include the potential threat of collisions between the earth and other solar system bodies, and the potential existence of extraterrestrial life. Students will assemble into three teams, two acting as scientists arguing for or against a particular course of action and a third team acting as a congressional subcommittee which must make a policy decision based on the evidence provided, recommending a response and an appropriate level of federal investment. The course bibliography will include primary sources, both from the scientific literature and from congressional records.

Requisites: One semester of calculus and one semester of any physical science. Second semester. Professor Edwards.

23. Planetary Science. (ASTFC) An introductory course for physical science majors. Topics include: planetary orbits, rotation and precession; gravitational and tidal interactions; interiors and atmospheres of the Jovian and terrestrial planets; surfaces of the terrestrial planets and satellites; asteroids, comets, and planetary rings; origin and evolution of the planets.

Requisite: One semester of a physical science and one semester of calculus (may be taken concurrently). Some familiarity with physics is essential. First semester. Two sections. Professor Dyar.

24f. Stellar Astronomy. (ASTFC) This is a course on the observational determination of the fundamental properties of stars. It is taught with an inquiry-based approach to learning scientific techniques, including hypothesis formation, pattern recognition, problem solving, data analysis, error analysis, conceptual modeling, numerical computation and quantitative comparison between observation and theory.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either Astronomy 12 or 23. First semester. Professor Edwards.

24. Stellar Astronomy. Same description as Astronomy 24f.
Second semester. Omitted 2001-02.

25s. Galactic and Extragalactic Astronomy: The Dark Matter Problem. This course explores the currently unsolved mystery of dark matter in the universe using an inquiry-based approach to learning. Working with actual and simulated astronomical data, students will explore this issue both individually and in seminar discussions. The course will culminate in a "conference" in which teams present the results of their work.

Because many of the pedagogical goals of Astronomy 24 and 25 are identical, students are advised not to take both of these courses. Students who have taken Astronomy 12 may not take Astronomy 25. Two class meetings per week plus computer laboratories.

Requisite: Mathematics 11 and either an introductory Astronomy or an introductory Physics course. Second semester. Omitted 2001-02.

26f. Cosmology. (ASTFC) Cosmological models and the relationship between models and observable parameters. Topics in current astronomy which bear upon cosmological problems, including background electromagnetic radiation, nucleosynthesis, dating methods, determination of the mean density of the universe and the Hubble constant, and tests of gravitational theories. Discussion of some questions concerning the foundations of cosmology and speculations concerning its future as a science. Taught in alternate years with Astronomy 25. To be given at the University of Massachusetts.

Requisite: One semester of calculus and one semester of some physical science; no Astronomy requisite. First semester. Professor Greenstein.

26. Cosmology. Same description as Cosmology 26f.
Second semester. Professor to be named.

30f. Seminar: Topics in Astrophysics. (ASTFC) Devoted each year to a particular topic or current research interest, this course will commence with a few lectures in which an observational and a theoretical problem is laid out, but then quickly move to a seminar format. In class discussions a set of problems will be formulated, each designed to illuminate a significant aspect of the topic at hand. The problems will be substantial in difficulty and broad in scope; their solution, worked out individually and in class discussions, will constitute the real work of the course. Students will gain experience in both oral and written presentation. To be given at Smith College.

Requisite: Physics 33 and either Astronomy 24, 25, 51 or 52. Omitted 2001-02.

35s. Introduction to Astrophysics. How do astronomers determine the nature and extent of the universe? Following the theme of the "cosmic distance ladder," we explore how our understanding of astrophysics allows us to evaluate the size of the observable universe. We begin with direct determinations of distances in the solar system and to nearby stars. We then move on to spectroscopic distances of more distant stars, star counts and the structure of our Galaxy, Cepheid variables and the distances of other galaxies, the Hubble Law and large-scale structure in the universe, quasars and the Lyman-alpha forest.

Requisites: One astronomy course at the 20-level or higher and Physics 33. Second semester. Professor to be named.

37s. Observational Techniques in Optical and Infrared Astronomy. (ASTFC) Offered in alternate years with Astronomy 38. An introduction to the techniques of gathering and analyzing astronomical data, particularly in the optical and infrared. Telescope design and optics. Instrumentation for imaging, photometry, and spectroscopy. Astronomical detectors. Computer graphics and image processing. Error analysis and curve fitting. Data analysis and astrophysical interpretation, with an emphasis on globular clusters. Evening laboratories, to be arranged. Taught in alternate years with Astronomy 38.

Requisite: Physics 33 and either Astronomy 24, 25, 51 or 52. Not open to first-year students. Second semester. Professor Skrutskie.

38. Techniques of Radio Astronomy. (ASTFC) Offered in alternate years with Astronomy 37s. Introduction to the equipment and techniques of radio Astronomy. With lab. Equipment, techniques, nature of cosmic radio sources. Radio receiver and antenna theory. Radio flux, brightness temperature and the transfer of radio radiation in cosmic sources. Effect of noise, sensitivity, bandwidth, and antenna efficiency. Techniques of beam switching, interferometry and aperture synthesis. Basic types of radio astronomical sources: ionized plasmas, masers, recombination and hyperfine transitions; nonthermal sources. Applications to the sun, interstellar clouds, and extragalactic objects.

Requisite: Physics 34, Mathematics 12 and some familiarity with Astronomy. Not open to first-year students. Second semester. Omitted 2001-02.

51. Astrophysics I: Stars and Stellar Evolution. (ASTFC) Physical principles governing the properties of stars, their formation and evolution: radiation laws and the determination of stellar temperatures and luminosities; Newton's laws and the determination of stellar masses; the hydrostatic equation and the thermodynamics of gas and radiation; nuclear fusion and stellar energy generation; physics of degenerate matter and the evolution of stars to white dwarfs, neutron stars or black holes; nucleosynthesis in supernova explosions; dynamics of mass transfer in binary systems; viscous accretion disks in star formation and x-ray binaries. To be given at the University of Massachusetts.

Requisite: Four semesters of Physics. First semester. Omitted 2001-02.

52. Astrophysics II: Galaxies. (ASTFC) Physical processes in the gaseous interstellar medium: photoionization in HII regions and planetary nebulae; shocks in supernova remnants and stellar jets; energy balance in molecular clouds. Dynamics of stellar systems: star clusters and the Virial Theorem; galaxy rotation and the presence of dark matter in the universe; spiral density waves. Quasars and active galactic nuclei: synchrotron radiation; accretion disks; supermassive black holes.

Requisite: Four semesters of Physics. Second semester. Professor Lowenthal.

73, 74. Reading Course. Students electing this course will be required to do extensive reading in the areas of astronomy and space science. Two term papers will be prepared during the year on topics acceptable to the Department.

Open to Seniors. First and second semesters. The Department.

77, 78. Senior Departmental Honors. Opportunities for theoretical and observational work on the frontiers of science are available in cosmology, cosmogony, radio astronomy, planetary atmospheres, relativistic astrophysics, laboratory astrophysics, gravitational theory, infrared balloon astronomy, stellar astrophysics, spectroscopy, and exobiology. Facilities include the Five College Radio Astronomy Observatory, the Laboratory for Infrared Astrophysics, balloon astronomy equipment (16-inch telescope, cryogenic detectors), and modern 24- and 16-inch Cassegrain reflectors. An Honors candidate must submit an acceptable thesis and pass an oral examination. The oral examination will consider the subject matter of the thesis and other areas of astronomy specifically discussed in Astronomy courses.

Open to Seniors. Required of Honors students. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

BIOLOGY

Professors Ewald, S. George‡, Goldsby (Simpson Lecturer), Poccia†, Ratner (Chair), Williamson, and Zimmerman; Assistant Professors Goutte and Temeles.

The Biology curriculum is designed to meet the needs of students preparing for postgraduate work in biology or medicine, as well as to provide the insights of biology to other students whose area of specialization lies outside biology.

Courses for Non-Major Students. Biology 8 and 14 each focus on a particular topic within biology, and are specifically intended for students who do not major in biology. These courses will not normally count towards the Biology major, and do not meet the admission requirements for medical school. The two semesters of introductory biology (Biology 18 and 19) may also be taken by non-majors who wish a broad introduction to the life sciences.

Major Program. The Biology major consists of three categories:

1. Two introductory biology courses (Biology 18 and 19);
2. Four courses in physical sciences and mathematics (Mathematics 11, Chemistry 11 or 15, Chemistry 12, and Physics 16 or 32);
3. Five additional courses in biology, except for Special Topics and Biology 8, 14 and 15, chosen according to each student's needs and interests, subject to two constraints: First, at least three of the five must be laboratory courses. These courses are Biology 22, 23, 24, 25, 26, 29, 30, and 35. Second, the five courses must include at least one course in each of the following three areas:
   - (a) Molecular and cellular mechanisms of life processes: Molecular Genetics (Biology 25), Cell Structure and Function (Biology 29), Biochemistry (Biology 30);
   - (b) Integrative processes that show the relationship between molecular mechanisms and macroscopic phenomena: Developmental Biology (Biology 22), Genetic Analysis of Biological Processes (Biology 24), Animal Physiology (Biology 26), Immunology (Biology 33), Neurobiology (Biology 35);
   - (c) Evolutionary explanations of biological phenomena: Ecology (Biology 23), Evolutionary Biology (Biology 32).

All Biology majors will take a Senior Comprehensive Examination administered by the Department.

Most students should begin with Biology 18 in the spring semester of their first year. Students with Advanced Placement grades of 4 or 5 may choose to place out of either Biology 18 or Biology 19. To be exempted from Biology 18, a student must also pass a two-hour written examination that will be offered by appointment. A student exempted from Biology 18 and/or Biology 19 must substitute an upper level course for each exemption. The Biology major will then require a total of seven courses from category 3 above, four of which must have a laboratory component.

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†On leave first semester 2001-02.

‡On leave second semester 2001-02.

Chemistry 11 and/or Chemistry 12 are requisites for several Biology courses. Students are therefore encouraged to take Chemistry 11 in the fall of their first year, particularly students whose planned courses emphasize integrative processes or cellular and molecular mechanisms. Students preparing for graduate study in life sciences should consider taking Chemistry 21 and 22, Physics 17, and a course in statistics in addition to the minimum requirements for the Biology major. Note that Chemistry 21 and 22 are requisites for Biology 30 and that prior completion of Physics 17 or 33 is a requisite for Biology 35.

Departmental Honors Program. Honors work in Biology is an opportunity to do original laboratory or field research and to write a thesis based on this research. The topic of thesis research is chosen in consultation with a member of the Biology Department who agrees to supervise the Honors work. Candidates for Honors in Biology will also attend the Biology Seminar, at which faculty, students, and visitors discuss current research in the life sciences. Honors candidates take Biology 77 and D78 in addition to the other requirements for the major, except that Honors candidates may take four rather than five courses in addition to Biology 18 and 19, subject to the laboratory and subject area constraints.

Courses for Premedical Students. Students not majoring in Biology may fulfill the two-course minimum premedical requirement in Biology by taking two laboratory courses in Biology. Students interested in health professions other than allopathic medicine should consult a member of the Health Professions Committee regarding specific requirements.

8. The Biology of Catastrophe: Cancer and AIDS. AIDS, the acquired immunodeficiency syndrome, is caused by HIV infection and is the result of a failure of the immune system. Cancer is the persistent, uncontrolled and invasive growth of cells. A study of the biology of these diseases provides an opportunity to contrast the normal operation of the immune system and the orderly regulation of cell growth with their potentially catastrophic derangement in cancer and AIDS. A program of lectures and readings will provide an opportunity to examine the way in which the powerful technologies and insights of molecular and cell biology have contributed to a growing understanding of cancer and AIDS. Factual accounts and imaginative portraits will be drawn from the literature of illness to illuminate, dramatize and provide an empathetic appreciation of those who struggle with disease. Finally, in addition to scientific concepts and technological considerations, society's efforts to answer the challenges posed by cancer and AIDS invite the exploration of many important social and ethical issues. This course is intended primarily for non-majors. Three classroom hours per week.

Limited to 50 students. Students majoring in Biology, Chemistry, or Psychology will be admitted only with consent of the instructor. Second semester. Professor Goldsby.

14. The Evolution of Human Nature. A study of how recent extensions of the theory of natural selection explain the origin and evolution of human social behavior. After consideration of the relevant principles of genetics, evolution, population biology, and animal behavior, the social evolution of animals, in particular that of the apes, will be discussed. With this background, several aspects of human psychological and social evolution will be considered: the instinct to create and acquire language; aggression within and between the sexes; mating patterns; the origin of patriarchy; systems of kinship and inheritance; incest avoidance; rape; reciprocity and exchange; warfare; moral behavior, and the evolution of laws and justice. Three hours of lecture and films per week.

Second semester. Professor Zimmerman.

15. Evolutionary Ecology of Disease. Why are some infectious diseases, such as AIDS and tuberculosis, so life-threatening, whereas others, like the common cold, are minor nuisances? Will the lethal infectious agents of the future come from exotic places, or are they already here? How much mental illness and cancer is caused by infection as opposed to genes and the noninfectious environment? How dangerous is sex? Should symptoms, such as fever, be treated? What is the threat of biological terrorism, and how can it be reduced? This course will discuss such questions from ecological and evolutionary perspectives. Arguments will draw on insights from a broad range of disciplines, such as history, economics, philosophy, psychology, and anthropology. The analyses will involve detailed consideration of biological processes, but the necessary background in biology will be provided as needed for the topics under consideration. Three hours of lecture or discussion per week.

First semester. Professor Ewald.

18. Adaptation and the Organism. An introduction to evolutionary theory, and how evolutionary theory can be used to study the diversity of life. Following an exploration of the core components of evolutionary theory (such as natural selection, sexual selection, and kin selection), we'll examine how evolutionary processes have shaped morphological, anatomical, physiological, and behavioral adaptations in organisms to solve many of life's problems, ranging from how to maintain salt and water balance to how to attract and locate mates to how to schedule reproduction throughout a lifetime. We'll start with a familiar organism—ourselves—and then relate and compare adaptations of humans to those of their nearest (vertebrate) and not-so-nearest (bacteria and plants) relatives, examining how and why these organisms have arrived at similar or different solutions to life's problems. Laboratories will complement lectures and will involve field experiments on natural selection and laboratory studies of vertebrates, invertebrates, bacteria, and plants. Four classroom hours and four laboratory hours per week.

Second semester. Professors Ewald and Temeles.

19. Molecules, Genes and Cells. An introduction to the molecular and cellular processes common to life. A central theme is the genetic basis of cellular function. Four classroom hours and four laboratory hours per week.

Requisite: Prior completion of, or concurrent registration in, Chemistry 12, or consent of the instructor. First semester. Professors Goutte and Williamson.

22. Developmental Biology. A study of the development of animals, leading to the formulation of the principles of development, and including an introduction to experimental embryology and developmental physiology, anatomy, and genetics. Four classroom hours and four hours of laboratory per week.

Requisite: Biology 19. Limited to two sections of 24 students each. Second semester. Professors Goutte and Poccia.

23. Ecology. A study of the relationships of plants and animals (including humans) to each other and to their environment. We'll start by considering the decisions an individual makes in its daily life concerning its use of resources, such as what to eat and where to live, and whether to defend such resources. We'll then move on to populations of individuals, and investigate species population growth, limits to population growth, and why some species are so successful as to become pests whereas others are on the road to extinction. The next level will address communities, and how interactions among populations, such as competition, predation, parasitism, and mutualism, affect the organization and diversity of species within communities. The final stage of the course will focus on ecosytems, and the effects of humans and other organisms on population, community, and global stability. The laboratory portion of the course will involve observational and experimental studies in the field and an examination of techniques for the statistical analysis of data in the laboratory. Three hours of lecture and four hours of laboratory or field work per week.

Requisite: Biology 18 or consent of the instructor. Not open to first-year students. Limited to 30 students. First semester. Professor Temeles.

24. Genetic Analysis of Biological Processes. This course will explore the application of genetic analysis towards understanding complex biological systems. Scientists often turn to the study of genes and mutations when trying to decipher the mechanisms underlying such diverse processes as the making of an embryo, the response of cells to their environment, or the defect in a heritable disease. By reading papers from the research literature, we will study in detail some of the genetic approaches that have been taken to analyze certain molecular systems. We will learn from these examples how to use genetic analysis to formulate models that explain the molecular function of a gene product. The laboratory portion of this course will include discussions of the experimental approaches presented in the literature. Students will apply these approaches to their own laboratory projects. Three hours of lecture and three hours of laboratory per week; the laboratory projects will require additional time outside of class hours.

Requisite: Biology 19. Not open to first-year students. Limited to 30 students. Second semester. Omitted 2001-02. Professor Goutte.

25. Molecular Genetics. A study of the molecular mechanisms underlying the transmission and expression of genes. DNA replication and recombination, RNA synthesis and processing, and protein synthesis and modification will be examined. Both prokaryotic and eukaryotic systems will be analyzed, with an emphasis upon the regulation of gene expression. Application of modern molecular methods to biomedical and agricultural problems will also be considered. The laboratory component will focus upon recombinant DNA methodology. Four classroom hours and four hours of laboratory per week; some laboratory exercises may require irregular hours.

Requisite: Biology 19. Not open to first-year students. Limited to 30 students. First semester. Professor Ratner.

26f. Animal Physiology. Function, structure and regulation in biological tissues, organs, and organ systems. How organisms maintain their body form against gravity, manage food intake, control ion and water content, circulate fluids, exchange gases, respond to temperature changes, and process sensory information. How these activities are regulated by the nervous system and by hormonal controls. Four classroom hours and four hours of laboratory work per week.

Requisite: Biology 18 or consent of instructor. Not open to first-year students. First semester. Omitted 2001-02. Professor Williamson.

28. Experimental Design and Data Analysis in the Life Sciences (Biostatistics). Organisms—even members of the same species—differ from one another in many ways, as do other things biologists study, such as cells within an organism and replicates of biochemical preparations. This course is about how to describe differences quantitatively, and how to formulate and test hypotheses about differences. For example, how likely is it that an observed difference between an experimental and a control group would arise by chance because of variability in the population being studied even if there were no effect of the experiment? The course will include study of the principles behind parametric and non-parametric methods of data analysis, practice in using these methods, and discussion of examples from the life sciences literature of successes and failures in the design of experiments and the use of statistics.

Second semester. Omitted 2001-02. Professor George.

29s. Cell Structure and Function. An analysis of the structure and function of cells in plants, animals, and bacteria. Topics to be discussed include the cell surface and membranes, cytoskeletal elements and motility, cytoplasmic organelles and bioenergetics, the interphase nucleus and chromosomes, mitosis, meiosis, and cell cycle regulation. Three classroom hours and four hours of laboratory per week.

Requisites: Biology 19 and completion of, or concurrent registration in, Chemistry 12. Second semester. Professor Williamson.

30. Biochemistry. (Also Chemistry 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Chemistry 22 is a co-requisite. Anyone wishing to take the course who does not satisfy these criteria should obtain consent of the instructor. Second semester. Professors Ratner and O'Hara.

32. Evolutionary Biology. A study of evolutionary explanations in the life sciences, which includes consideration of population genetics and ecology, the nature of natural selection, the origin of life, the evolution of macro-molecules and cell organelles, the evolution of behavior and societies, the fossil record of vertebrates and man, and the evolution of culture. Three classroom hours per week.

Requisites: Biology 18 and 19. Second semester. Professor Zimmerman.

33. Immunology. The immune response is a consequence of the developmentally programmed or antigen-triggered interaction of a complex network of interacting cell types. These interactions are controlled by regulatory molecules and often result in the production of highly specific cellular or molecular effectors. This course will present the principles underlying the immune response and describe the methods employed in immunology research. In addition to lectures, a program of seminars will provide an introduction to the research literature of immunology. Three classroom hours per week.

Requisites: Biology 19, and Biology 25 or 29 or 30 or consent of the instructor. Limited to 30 students. First semester. Professor Goldsby.

35. Neurobiology. Nervous system function at the cellular and subcellular level. Ionic mechanisms underlying electrical activity in nerve cells; the physiology of synapses; transduction and integration of sensory information; the analysis of nerve circuits; the specification of neuronal connections; trophic and plastic properties of nerve cells; and the relation of neuronal activity to behavior. Four classroom hours and four hours of laboratory work per week.

Requisites: Biology 18 or 19, Chemistry 11, and either Physics 17 or 33. Limited to 24 students. First semester. Professor George.

43. Seminar in Evolution. Interdisciplinary approaches to biological issues from the perspective of evolutionary biology. The topic for 2000 was the scope of infectious disease. Evolutionary theory and recent evidence from a broad range of biomedical disciplines indicate that most of the major chronic diseases may be caused by infection. The course will assess the theory and evidence for categories of diseases such as mental illness, cancer, heart disease, stroke, and infertility. Three hours per week.

Requisite: Biology 18 or 23 or 32 or consent of the instructor. Limited to 15 students. First semester. Professor Ewald.

46. Seminar in Behavioral Ecology. This course will explore the relationship between an animal's behavior and its social and ecological context. Topics will include vertebrate mating strategies, resource use, and predator/prey and plant/animal interactions, but course content will vary depending on the interests of students involved. Course reading and discussion of primary literature will focus on the analysis of experimental design and statistical methodologies.

Requisite: Biology 23. Second semester. Omitted 2001-02. Professor Temeles.

48. Seminar in Microbiology. The course will take an interdisciplinary approach to issues in microbiology pertaining to infectious causation of disease. Topics will include the determinants of virulence, antibiotic resistance, infectious causation of chronic disease, societal influences on the spread of disease, and the relative roles of pathogens, genetic predispositions and noninfectious environmental causes of diseases.

Requisite: Biology 15, Biology 18, or Biology 43. Second semester. Omitted 2001-02. Professor Ewald.

56. Seminar in Neurobiology. Recent discoveries and current controversies in one area of Neuroscience. In 1999-2000, the subject was neural plasticity, i.e., adaptive changes in the nervous system during an organism's lifetime. Topics will include the neuronal basis of learning and memory; recovery from injury and ischemia through regeneration, sprouting, and neuroprotective mechanisms; the role of cell death and synapse elimination in plasticity; the cellular basis of diseases specifically affecting plasticity; and prospects for overcoming current limitations on plasticity, such as the apparent inability of the adult human brain to generate new nerve cells. Three classroom hours per week.

Requisite: Biology 35 or Psychology 26 or an advanced course in cell or molecular biology. Limited to 15 students. Second semester. Omitted 2001-02. Professor George.

77, D78. Senior Departmental Honors. Honors students usually, but not always, take three courses of thesis research, with the double course load in the spring. The work consists of seminar programs, individual research projects, and preparation of a thesis on the research project.

Open to Seniors. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research courses. Half or full course as arranged. Does not normally count toward the major.

First and second semesters.

BLACK STUDIES

Professors Abiodun, Blight, Cobham-Sander (Chair), Rushing‡, and Wills; Assistant Professor Ferguson; Visiting Associate Professor Glaude.

Black Studies is an interdisciplinary exploration of the histories and cultures of black peoples in Africa and the diaspora. It is also an inquiry into the social construction of racial differences and its relation to the perpetuation of racism and racial domination.

Major Program. A major in Black Studies usually consists of a minimum of ten courses. Courses required of all majors are: Black Studies 11 (normally to be taken by the end of the sophomore year), and Black Studies 64f or 64, the Black Studies Tutorial, which is usually taken during the junior year. Majors are encouraged but not required to take Black Studies 97 or 98. In addition, each major normally will be required to take courses offered or approved by the Department in at least three distinct disciplines, and to take at least two such courses in each of the three following areas: Africa, the United States, and Latin America and the Caribbean. Each major will also be expected to take at least one course other than Black Studies 11 that focuses on cultural connections between Africa and the diaspora (e.g., Black Studies 23, 24, 28, 29, or 45). Early in the spring semester of the senior year, all majors will be required to pass a comprehensive examination in Black Studies.

Field Work. Majors are encouraged to participate in field work or its equivalent in one of the following ways: (1) course-related work in local communities; (2) research and participation in communities elsewhere in the United States; (3) study and work abroad (e.g., in Sub-Saharan Africa or the Caribbean).

Departmental Honors Program. Candidates for Departmental Honors in Black Studies must complete the Major Program, including the Seniors Honors sequence, Black Studies 77 and 78 or D78. The Honors sequence will be devoted to a special research project, culminating in a thesis. Departmental Honors will be based both on the quality of the thesis and the student's entire academic record. Recommendations for both College and Departmental Honors will be made in accordance with the criteria set forth in this catalog under "Degree with Honors."

11s. Introduction to Black Studies. An interdisciplinary introduction to Black Studies. Topics will include the Frazier-Herskovitz debate, the sociology of the black underclass, the literary criticism of black literature, contemporary discussions of Eurocentrism and Afrocentrism, and the conceptual framework of black history.

Second semester. Professors Cobham-Sander and Ferguson.

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‡On leave second semester 2001-02.

23s. Short Stories from the Black World. This course which includes presentations by African, Caribbean, and African-American story-tellers, studies the oral origins of written stories and the thematic and stylistic continuities between orature and written literature. Among the authors to be read are Chinua Achebe, Ama Ata Aidoo, Toni Cade Bambara, Jan Carew, Charles Chesnutt, J. California Cooper, Bessie Head, Jamaica Kincaid, Earl Lovelace, Paule Marshall, James Alan McPherson, Grace Ogot, and Opal Adisa Palmer.

Second semester. Omitted 2001-02. Professor Rushing.

24f. Representations of Black Women in Black Literature. This cross-cultural course examines similarities and differences in portrayals of girls and women in Africa and its New World diaspora with special emphasis on the interaction of gender, race, class, and culture. Texts are drawn from Africa, the Caribbean, and the United States. Topics include motherhood, work, and sexual politics. Authors vary from year to year and include: Toni Cade Bambara, Maryse Condé, Nuruddin Farah, Bessie Head, Merle Hodge, Paule Marshall, Ama Ata Aidoo, and T. Obinkaram Echewa.

First semester. Professor Rushing.

26f. African American Autobiographies: A Survey. (Also English 70f.) Autobiographies are the core of a written African-American literature that began with slave narratives. We will read works by Frederick Douglass and Harriet Jacobs, including such later classics as Richard Wright's *Black Boy, The Autobiography of Ida B. Wells*, and *The Autobiography of Malcolm X*. We will also study more recent works such as John Edgar Wideman's *Fatheralong* and Audre Lorde's *Zami*. Independent projects will focus on changing modes of autobiographical writing and critical perspectives on the genre.

Recommended requisite: A first course in English and/or Black Studies 11. First semester. Omitted 2001-02. Professor Rushing.

27. Creating a Self: Black Women's Testimonies, Memoirs and Autobiographies. (Also English 75, topic 3.) Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so, invent themselves. We will begin with a discussion of the problematics of writing and reading autobiographical works by those usually defined as "other," and proceed to a careful study of such varied voices as escaped slave Linda Brent/Harriet Jacobs, political activist Ida B. Wells, and feminist, lesbian poet Audre Lorde—all from the U.S.; Lucille Clifton, the Sistren Collective (Jamaica); Carolina Maria deJesus (Brazil); Buchi Emecheta (Nigeria); and Nafissatou Diallo (Senegal).

First semester. Professor Rushing.

28f. Religion in the Atlantic World, 1441-1600. (Also Religion 32f.) See Religion 32f.

First semester. Omitted 2001-02. Professor Wills.

29. Childhood in African and Caribbean Literature. (Also English 55.) See English 55.

Open to first-year students with consent of the instructor. First semester. Professor Cobham-Sander.

36. African American Oral Traditions. In sub-Saharan Africa and many places in its American diaspora, the spoken, rather than the written, is the word of power. This course examines the continuing connections between African American oral forms—like children's games, folk tales, work songs, ballads, spirituals, sermons, proverbs, the blues, signifying, scatting, storytelling and "lyin"—and written literature which incorporates and builds on them. We will read such texts as Gayl Jones' *The Healing*, James Weldon Johnson's *God's Trombones*, James Alan McPherson's *Elbow Room*, Toni Cada Bambara's *The Salt Eaters*, John Edgar Wideman's *Brothers and Keepers*, Paule Marshall's *Praisesong for the Widow*, and Brenda Marie Osbey's *All Saints: New and Selected Poems*.

Second semester. Omitted 2001-02. Professor Rushing.

37. Caribbean Poetry: The Anglophone Tradition. (Also English 99.) See English 99.

First semester. Omitted 2001-02. Professor Cobham-Sander.

42. Myth, Ritual and Iconography in West Africa. Through a contrastive analysis of the religious and artistic modes of expression in three West African societies—the Asanti of the Guinea Coast, and the Yoruba and Igbo peoples of Nigeria—the course will explore the nature and logic of symbols in an African cultural context. We shall address the problem of cultural symbols in terms of African conceptions of performance and the creative play of the imagination in ritual acts, masked festivals, music, dance, oral histories, and the visual arts as they provide the means through which cultural heritage and identity are transmitted and preserved, while, at the same time, being the means for innovative responses to changing social circumstances.

Second semester. Professor Abiodun.

43. Visual and Verbal Metaphors in Africa. This course explores the various ways in which traditional African visual and verbal arts are interdependent. Focusing on the Yoruba of southwestern Nigeria, it will examine and analyze Yoruba art as metaphor, a concept known as Owe in the Yoruba language. This approach to the study of art in an African society makes it possible to include the verbal and performing arts which are still living forms through which important information has been preserved in the traditionally non-literate societies of Africa.

First semester. Professor Abiodun.

44. Issues of Gender in African Literature. This course explores the ways in which issues of gender are presented by African writers and perceived by readers and critics of African writing. We will examine the insights and limitations of selected feminist, post-structural and post-colonial theories when they are applied to African texts. We will also look at the difference over time in the ways that female and male African writers have manipulated socially acceptable ideas about gender in their work. Texts will be selected from the oeuvres of established writers like Soyinka, Achebe, Ngugi and Head, as well as from more recent works by writers like Farah, Aidoo, and Dangaremba. Preference will be given to students who have completed a previous course on African literature, history, or society.

Not open to first-year students. Limited to 25 students. Second semester. Omitted 2001-02. Professor Cobham-Sander.

45s. African Art and the Diaspora. (Also Fine Arts 70s.) See Fine Arts 70s.

Second semester. Professor Abiodun.

46f. Survey of African Art. (Also Fine Arts 68f.) See Fine Arts 68f.

First semester. Professor Abiodun.

50. Black Nationalism, Black Power, and Contemporary America. This course explores the concept of nation in the popular and political imagination of nineteenth and twentieth century black America. We focus on the key figures of each period and on historical events that track the various ways black nationalism(s) have been articulated in the U.S. Particular attention will be given to the relation between black nationalism(s) and market considerations. For example, how do we interpret black nationalist desire and its relation to hip-hop culture?

Second semester. Professor Glaude.

51. Religion in Black America: The Twentieth Century. (Also Religion 61.) See Religion 61.

First semester. Professors Glaude and Wills.

52. Prophecy and Social Criticism in the United States. (Also Religion 62.) See Religion 62.

Second semester. Professor Glaude.

53s. The Birth and Growth of Bebop, 1938-1950. This course will examine the seeds of Bebop, from the Swing Bands of the late 1930s through the major players of Bebop and the change they made to the music and the culture. Major figures who will be studied closely include Coleman Hawkins, Lester Young, Dizzy Gillespie, Charlie Parker, Thelonius Monk, Kenny Clarke, Billy Eckstine, Cab Calloway, Earl "Fatha" Hines, Art Tatum, and Dexter Gordon. Attempts will be made to represent each jazz instrument and its transition from Swing to Bebop, and we will study both the small group approach chosen by Bebop musicians as well as attempts to bring Bebop into the larger ensemble. Additionally, the course will address the many social, economic, and racial factors that were important in the development of Bebop.

Second semester. Lecturer Diehl.

54f. Introduction to African American Poetry. (Also English 15.) A survey of folk and formal poetry, with particular emphasis on the Harlem Renaissance of the 1920s and the Black Arts Movement of the 1970s, which pays close attention to the oral origins of written poetry and to the ways music is both a recurring subject and the source of forms. After a grounding in sermons, spirituals, and the blues, we will study such writers as: Imanu Baraka, Gwendolyn Brooks, Sterling Brown, Lucille Clifton, Michael Harper, Robert Hayden, Langston Hughes, Audre Lorde, Haki Madhubuti, and Sonia Sanchez.

Preference will be given to those who have taken Black Studies 11 or a "first course" in English. First semester. Omitted 2001-02. Professor Rushing.

55. Slavery and Serfdom: The United States and Russia in Comparative Perspective. (Also History 95.) See History 95.

First semester. Professors Blight and Czap.

57s. African-American History from the Slave Trade to Reconstruction. (Also History 41s.) This course is a survey of the history of African-American men and women from the sixteenth and seventeenth centuries through the Civil War and Reconstruction. The content is a mixture of the social, cultural, and political history of blacks during two and a half centuries of slavery with the story of the black freedom struggle and its role in America's national development. Among the major questions addressed: the slave trade in its moral and economic dimensions; African retentions in African-American culture; origins of racism in colonial America; how blacks used the rhetoric and reality of the American and Haitian Revolutions to their advancement; antebellum slavery; black religion and family under slavery and freedom; the free black experience in the North and South; the crises of the 1850s; the role of race and slavery in the causes, course, and consequences of the Civil War; and the meaning of emancipation and Reconstruction for blacks. Readings include historical monographs, slave narratives by men and women, and one work of fiction.

Combined enrollment limited to 50 students. Second semester. Omitted 2001-02. Professor Blight.

58. African-American History from Reconstruction to the Present. (Also History 42.) This course is a survey of the social, cultural, and political history of African-American men and women since the 1870s. Among the major questions addressed: the legacies of Reconstruction; the political and economic origins of Jim Crow; the new racism of the 1890s; black leadership and organizational strategies; the Great Migration of the World War I era; the Harlem Renaissance; the urbanization of black life and culture; the impact of the Great Depression and the New Deal; the social and military experience of World War II; the causes, course and consequences of the modern civil rights movement; the experience of blacks in the Vietnam War; and issues of race and class in the 1970s and 1980s. Readings and materials include historical monographs, fiction, and documentary films.

Combined enrollment limited to 50 students. Second semester. Professor Blight.

59. The Civil War and Reconstruction Era. (Also History 43.) See History 43.

Combined enrollment limited to 50 students. First semester. Professor Blight.

60. Seminar: Mongrel America. Until recently, the study of American culture has often been marred by an intellectual apartheid. On one side there are studies of black experience, communities, and culture. On the other side we find studies of "Americans" or of the broader society often conceived of as "white." Through history and literature, this course is an examination of the origin and development of American identities as interracial and multiracial. The readings and discussions will suggest ways that the barriers constructed inside and outside the academy can be crossed. We will attempt to understand the exchanges among red, black, white, and brown that constitute the nation's actual past. We will read a variety of scholarship about the eighteenth, nineteenth, and twentieth centuries that challenges the tendency to produce separate historical accounts of racial groups. Works by novelists and essayists such as Herman Melville, Mark Twain, Albert Murray, and Ralph Ellison will also be used. The course will focus on both the problems and the possibilities of such interracial visions, both in the past and in contemporary America.

Limited to 20 students. Second semester. Omitted 2001-02. Professor Ferguson.

61. Harlem Renaissance: Transnational, Trans-regional, and Cross-racial Journeys. The Harlem Renaissance was a product of complex cross-racial experiments by both black and white intellectuals, not only in Harlem, but across the United States and abroad. During the 1920s, H. L. Mencken, Eugene O'Neil, Carl Van Vechten, Franz Boaz and other white thinkers joined such black thinkers as Claude McKay, James Weldon Johnson, Langston Hughes, and George Schuyler who were attempting to exchange older ideas of "blackness as limitation" for a "blackness of possibility." This course provides a broad overview of the Harlem Renaissance by emphasizing the complex transgressive journeys that constituted its central spirit. Readings will include a wide range of literary genres, including poetry, drama, novels, speeches, and histories of the period. Some of the selections include poetry by Langston Hughes and Countee Cullen, *Home to Harlem* by Claude McKay, *Black No More* by George Schuyler, *The New Negro* by Alain Locke, speeches by Marcus Garvey, *The Emperor Jones* and *All*

God's Chillun' Got Wings by Eugene O'Neil, *Passing* by Nella Larsen, *Harlem Renaissance* by Nathan Huggins and *Terrible Honesty* by Ann Douglass.
First semester. Limited to 30 students. Professor Ferguson

62. The Seer and the Scene: Exploring Ralph Ellison's *Invisible Man*. Ralph Waldo Ellison wrote *Invisible Man* to confirm the existence of the universal in the particulars of the black American experience. The same can be said of the larger aim of this course. It will provide students with the opportunity to explore the broadest themes of Black Studies through the careful reading of a particular text. Due to its broad range of influence and reference, *Invisible Man* is one of the most appropriate books in the black tradition for this kind of attention. The course will proceed through a series of comparisons with works that influenced the literary style and the philosophical content of the novel. The first part of the course will focus on comparisons to world literature. Readings will include James Joyce, *Portrait of the Artist as a Young Man*; Sigmund Freud, *Totem and Taboo*; and H.G. Wells, *The Invisible Man*. The second part of the course will focus on comparisons to American literature. The readings in this part of the course will include Herman Melville, *The Confidence Man;* William Faulkner, "The Bear"; and some of Emerson's essays. The last part of the course will focus on comparisons with books in the black tradition. Some of the readings in this part of the course will include W.E.B. Du Bois, *Souls of Black Folk* and Booker T. Washington, *Up From Slavery*.
Not open to first-year students. Limited to 20 students. Second semester. Professor Ferguson.

64f. Black Studies Tutorial. This class prepares individual students for research in a particular discipline of Black Studies through an independent study with a member of the Department. Focused reading and weekly meetings will provide the methodological tools for a substantial (20-30 pages) research paper due at the end of the semester.
This course, required for Black Studies majors, is limited to Juniors and Seniors who are Black Studies majors. First semester. The Department.

64. Black Studies Tutorial. Same description as 64f.
This course, required for Black Studies majors, is limited to Juniors and Seniors who are Black Studies majors. Second semester. The Department.

67s. Age of Emancipation. (Also History 94.) See History 94.
Second semester. Omitted 2001-02.

68. Seminar in Black Studies. The topic changes from year to year.
Second semester. Omitted 2001-02. The Department.

70. National Narratives. (Also English 59s.) See English 59s.
Second semester. Omitted 2001-02. Professor Cobham-Sander.

77, D77, 78, D78. Senior Departmental Honors.
First and second semesters. Members of the Department.

84. Seminar on Race and Reunion: The Memory of the Civil War. (Also History 82.) See History 82.
Not open to first-year students. Admission with consent of the instructor. Combined enrollment limited to 20 students. Second semester. Omitted 2001-02. Professor Blight.

97, H97, 98, H98. Special Topics.
First and second semesters. Members of the Department.

The following courses are listed for inclusion in a Black Studies Major.

African Cultures and Societies. See Anthropology 26.
Second semester. Professor Goheen.

Poverty and Inequality. See Economics 23.
First semester. Omitted 2001-02. Professor Rivkin.

Four African American Poets. See English 56f.
First semester. Omitted 2001-02. Professor Rushing.

Pre-Columbian Civilizations of Latin America and the Caribbean. See History 11s.
Second semester. Omitted 2001-02. Professor Campbell.

Peoples and Cultures of the Caribbean. See History 12f.
First semester. Omitted 2001-02. Professor Campbell.

Twentieth-Century Africa. See History 22.
Second semester. Omitted 2001-02. Professor Redding.

Topics on the Caribbean and Latin America. See History 28.
First semester. Omitted 2001-02. Professor Campbell.

Caribbean History. See History 55s.
Second semester. Omitted 2001-02. Professor Campbell.

State and Society in Africa Before the European Conquest. See History 63.
First semester. Professor Redding.

Introduction to South African History. See History 64.
Second semester. Omitted 2001-02. Professor Redding.

Seminar on Trade and Plunder in Latin America and the Caribbean. See History 86f.
First semester. Omitted 2001-02. Professor Campbell.

Comparative Slave Systems. See History 88.
Second semester. Omitted 2001-02. Professor Campbell.

Topics in African History. See History 92f.
First semester. Omitted 2001-02. Professor Redding.

Race, Place, and the Law. See Law, Jurisprudence and Social Thought 33s.
Second semester. Omitted 2001-02. Professor Delaney.

The Civil Rights Movement: From Moral Commitment to Legal Change. See Law, Jurisprudence and Social Thought 44f.
First semester. Professor Delaney

Jazz History. See Music 5.
First semester. Professor Gooley.

Introduction to African American Music. See Music 38.
Second semester. Professor Lateef of the University of Massachusetts.

Social Psychology of Race. See Psychology 44.
Second semester. Professor Hart.

BRUSS SEMINARS

The Bruss Seminar is part of the Bruss Memorial Program, established in memory of Professor Elizabeth Bruss, who taught at Amherst from 1972 to 1981. Under the Program, a member of the faculty is appointed Bruss Reader for a term of two or three years, with the responsibility of addressing questions with regard to women as they emerge from existing disciplines and departments, and to promote curricular change and expansion to incorporate the study of women. The Bruss Reader does this by serving as a resource person, through revision of department offerings, and by teaching the Bruss Seminar. The subject of the seminar, therefore, changes over time reflecting the disciplines of successive Bruss Readers.

22. Language Use of Women and Men. The course will compare and contrast linguistic differences of use and structure between women and men in the western and non-western worlds. The course will first introduce linguistic methodology through readings and class discussion. The students will then begin their group projects on the topic of language use and structure by women and men, which will consist of data collection, data analysis, class presentations, and the production of the proceedings from the students' projects. Knowledge of languages other than English will be helpful.

Limited to 15 students. Second semester. Omitted 2001-02. Professor Tawa.

24. Cross-Cultural Studies: Language and Gender. It is widely documented and accepted that women and men use language differently. Although this finding is based largely on the studies of Western speech communities, especially English, a few studies indicate that similar differences are widespread and can be found in many different cultures. Some of the existing explanations for the differences, such as cultural, power-based, and biological, are controversial, however. In this class these issues will be examined from the perspective of linguistics, especially that of sociolinguistics. We will also conduct fieldwork using the ethnographic approach to compare and contrast this phenomenon cross-culturally.

The first part of the course concentrates on learning linguistic methodology and reviewing some of the past studies on the topic. In the second part of the course the students will conduct actual fieldwork on or off campus. The fieldwork will consist of data gathering, data analysis, writing, peer-reviewing, and presenting the conclusions. Knowledge of languages other than English will be helpful.

This course is not open to the students who have taken Bruss Seminar 22. Limited to 15 students. Second semester. Professor Tawa.

CHEMISTRY

Professors Fink‡, Hansen, Kushick, Marshall, and O'Hara (Chair); Assistant Professors Burkett, Huff, and Padowitz.

Major Program. Students considering a major in Chemistry should consult a member of the Department as early as possible, preferably during their first year. This will help in the election of a program which best fits their interests and abilities and which makes full use of previous preparation. Programs can be arranged for students considering careers in chemistry, chemical physics, biochemistry, biophysical chemistry, biomedical research, medicine, and secondary school science teaching.

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‡On leave second semester 2001-02.

The minimum requirements for a major in Chemistry are Chemistry 11 or 15, 12, 21, and four of the following five courses: 22 (Organic Chemistry II), 30 (Biochemistry), 35 (Inorganic Chemistry), 43 (Physical Chemistry) and 44 (Modern Physical Chemistry). In addition, several of these courses require successful completion of work in other departments: Biology 19 for Chemistry 30; Mathematics 12 and Physics 16 or 32 for Chemistry 43; and Mathematics 12 and Physics 17 or 33 for Chemistry 44.

Departmental Honors Program. A candidate for the degree with Honors will also elect Chemistry 77 and D78 in the senior year. It is helpful in pursuing an Honors program for the student to have completed physical and organic chemistry by the end of the junior year. However, either of these courses may be taken in the senior year in an appropriately constructed Honors sequence. Honors programs for exceptional interests, including interdisciplinary study, can be arranged on an individual basis by the departmental advisor.

Honors candidates attend the Chemistry seminar during their junior and senior years, participating in it actively in the senior year. All Chemistry majors should attend the seminar in their senior year. At this seminar discussions of topics of current interest are conducted by staff members, visitors and students.

In the senior year an individual thesis problem is selected by the Honors candidate in conference with some member of the Department. Current areas of research in the Department are: computer simulation of biomolecular behavior; combinatorial organic synthesis; protein-nucleic acid interactions; immunochemistry; inorganic materials synthesis; biogenic minerals and biological mineralization processes; mechanisms of enzyme-catalyzed and related processes; mechanisms of ozone depletion; air in the troposphere; high resolution molecular spectroscopy of jet-cooled species; and materials chemistry and surface science.

Candidates submit a thesis based upon their research work. Recommendations for the various levels of Honors are made by the Department on the basis of the thesis work, the comprehensive examination, and course performance.

Note on Placement: Chemistry 11 followed by Chemistry 12 are the appropriate first courses in Chemistry for most students. For those students with extensive high school preparation in the subject and strong quantitative skills as measured by SAT I and II (or ACT), Chemistry 15 followed by Chemistry 12 is recommended by the Department. Decisions are made on a case-by-case basis to determine whether placement out of either Chemistry 11/15 or Chemistry 12 or, less frequently, both is appropriate. Students considering advanced placement are advised to contact the Department soon after arriving on campus.

Chemistry 10 has been designed to introduce non-science students to important concepts of Chemistry. This course may be elected by any student, but it does not satisfy the major requirements in Chemistry nor is it recommended as a means of satisfying the admission requirements of medical schools.

10f. Energy and Entropy. Primarily for non-science majors, this course is focused on the concepts of energy and entropy, ideas which play a central role in our attempts to understand the universe in which we live. The course, designed for those who wish to gain an appreciation and understanding of two of the most far-reaching laws governing the behavior of the physical world, will address historical, philosophical and conceptual ramifications of the first and second laws of thermodynamics. We will also study applications of these laws to a variety of chemical and physical phenomena. Some societal implications will also be discussed; we will treat, for instance, the diverse ways in which energy transformations of various sorts affect our lives. Our studies will include the efficiencies of energy conversion processes and alternative sources of energy. Consideration will be given to the ways in which the ideas of energy and entropy are used in literature, the arts and the social sciences. No prior college science or mathematics courses are required. Three class hours per week.

First semester. Professor Fink.

11. Introductory Chemistry. This course examines the structure of matter from both a microscopic and macroscopic viewpoint. We begin with a detailed discussion of the physical structure of atoms, followed by an analysis of how the interactions between atoms lead to the formation of molecules. The relationship between the structures of molecular compounds and their properties is then described. Experiments in the laboratory provide experience in conducting quantitative chemical measurements and illustrate principles discussed in the lectures.

Although this course has no prerequisites, students with a limited background in secondary school science should confer with one of the Chemistry 11 instructors before registration. Four class hours and three hours of laboratory per week.

First semester. Professor O'Hara.

11s. Introductory Chemistry. Same description as Chemistry 11.

Second semester. Professor to be named.

12f. Chemical Principles. The concepts of thermodynamic equilibrium and kinetic stability are studied. Beginning with the laws of thermodynamics, we will develop a quantitative understanding of the factors which determine the extent to which chemical reactions can occur before reaching equilibrium. Chemical kinetics is the study of the factors, such as temperature, concentrations, and catalysts, which determine the speeds at which chemical reactions occur. Appropriate laboratory experiments supplement the lecture material. Four class hours and three hours of laboratory work per week.

Requisite: Chemistry 11 or 15 (this requirement may be waived for exceptionally well-prepared students; consent of the instructor is required); and Mathematics 11 or its equivalent. First semester. Professor Marshall.

12. Chemical Principles. Same description as Chemistry 12f.

Second semester. Professor to be named.

15. Fundamental Principles of Chemistry. A study of the basic concepts of chemistry for students particularly interested in natural science. Topics to be covered include atomic and molecular structure, spectroscopy, states of matter, and stoichiometry. These physical principles are applied to a variety of inorganic, organic, and biochemical systems. Both individual and bulk properties of atoms and molecules are considered with an emphasis on the conceptual foundations and the quantitative chemical relationships which form the basis of chemical science. This course is designed to utilize the background of those students with strong preparation in secondary school chemistry and to provide both breadth in subject matter and depth in coverage. Four hours of lecture and discussion and three hours of laboratory per week.

First semester. Professor Kushick.

21. Organic Chemistry I. A study of the structure of organic compounds and of the influence of structure upon the chemical and physical properties of these substances. The following topics are emphasized: hybridization, resonance theory, spectroscopy, stereochemistry, acid-base properties and nucleophilic substitution reactions. Periodically, examples will be chosen from recent articles in the chemical, biochemical, and biomedical literature. Laboratory work introduces the student to basic laboratory techniques and methods of instrumental analysis. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12 or equivalent. First semester. Professor Hansen.

22. Organic Chemistry II. A continuation of Chemistry 21. The second semester of the organic chemistry course first examines in considerable detail the chemistry of the carbonyl group and some classic methods of organic synthesis. The latter section of the course is devoted to a deeper exploration of a few topics, among which are the following: sugars, amino acids and proteins, advanced synthesis, and acid-base catalysis in nonenzymatic and enzymatic systems. The laboratory experiments illustrate both fundamental synthetic procedures and some elementary mechanistic investigations. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 21. Second semester. Professor Hansen.

30. Biochemistry. (Also Biology 30.) Structure and function of biologically important molecules and their role(s) in life processes. Protein conformation, enzymatic mechanisms and selected metabolic pathways will be analyzed. Additional topics may include: nucleic acid conformation, DNA/protein interactions, signal transduction and transport phenomena. Four classroom hours and four hours of laboratory work per week. Offered jointly by the Departments of Biology and Chemistry.

Requisites: Chemistry 21 and Biology 19. Co-requisite: Chemistry 22. Anyone wishing to take the course who does not satisfy these criteria should obtain the consent of the instructor. Second semester. Professors O'Hara and Ratner.

35. Inorganic Chemistry. Periodicity of both physical and chemical properties of the elements are examined on the basis of fundamental atomic theory. The structure, bonding, and symmetry of inorganic molecules and solids are discussed. Structure and bonding in coordination complexes are examined through molecular orbital and ligand field theories, with an emphasis on understanding the magnetic, spectral and thermodynamic properties of coordination complexes. Mechanisms of inorganic reactions, including ligand substitution and electron transfer, will be examined. The laboratory experiments will complement lecture material and will include a final independent project. Three hours of lecture/discussion and four hours of laboratory per week.

Requisite: Chemistry 21 or consent of the instructor. First semester. Professor Burkett.

43s. Physical Chemistry. The thermodynamic principles and the concepts of energy, entropy, and equilibrium introduced in Chemistry 12 will be expanded. Statistical mechanics, which connects molecular properties to thermodynamics, will be introduced. Typical applications are non-ideal gases, phase transitions, heat engines and perpetual motion, phase equilibria in multicomponent systems, properties of solutions (including those containing electrolytes or macromolecules), and transport across biological membranes. Appropriate laboratory work is provided. Four hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Physics 16 or 32, Mathematics 12. Mathematics 13 recommended. Second semester. Professor to be named.

44f. Quantum Chemistry and Spectroscopy. The theory of quantum mechanics is developed and applied to spectroscopic experiments. Topics include the basic principles of quantum mechanics; the structure of atoms, molecules, and solids;

and the interpretation of infrared, visible, fluorescence, and NMR spectra. Appropriate laboratory work will be arranged. Three hours of class and four hours of laboratory per week.

Requisite: Chemistry 12, Mathematics 12, Physics 17 or 33. First semester. Professor Huff.

77, D77, 78, D78. Senior Departmental Honors.

Open to Senior Honors candidates, and others with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. A full or half course.

First and second semesters. Consent of the Department is required. The Department.

CLASSICS (GREEK AND LATIN)

Professors Griffiths and Sinos, Associate Professor Damon (Chair), Visiting Professor Boegehold.

Major Program. The major program is designed to afford access to the achievements of Greek and Roman antiquity through mastery of the ancient languages. The Department offers majors in Greek, in Latin, and in Classics, which is a combination of the two languages in any proportion as long as no fewer than two semester courses are taken in either. All three majors consist of eight semester courses, of which seven must be in the ancient languages. The eighth may be a Classics course, Philosophy 17, or a course in some related field approved in advance by the Department. Courses numbered 1 and 1s may not be counted toward the major. Latin 2-16 will normally be introductory to higher courses in Latin, and Greek 12-18 will serve the same function in Greek.

Departmental Honors Program. The program of every Honors candidate in Greek, Latin, or Classics must include those courses numbered 41 and 42 in either Greek or Latin. It will also include, beyond the eight-course program described above, the courses numbered 77 and 78 in one of the two languages. The normal expectation will be that in the senior year two courses at the 41/42 level be taken along with the 77/78 sequence. Admission to the 77 course is contingent on approval by the Department of a thesis prospectus. Translations of work already translated will not normally be acceptable nor will comparative studies with chief emphasis on modern works. Admission to the 78 course is contingent on the submission of a satisfactory chapter of at least 2,000 words and a detailed prospectus for the remaining sections to be defended at a colloquium within the first week of the second semester with the Department and any outside reader chosen. In addition, Honors candidates must in the first semester of their senior year write an examination on a Greek or Latin text of approximately 50 pages (in the Oxford Classical Text or Teubner format) read independently, i.e., not as a part of work in a course, and selected with the approval of the Department. The award of Honors will be determined by the quality of the candidate's work in the Senior Departmental Honors courses, thesis, and performance in the comprehensive work and language examination.

The Department will cooperate with other departments in giving combined majors with Honors.

Comprehensive Requirement. Majors in Greek, Latin, and Classics will fulfill the Department's comprehensive requirement in one of two ways.

(1) Students ordinarily complete the requirement through course work that provides a chronological survey of the cultures of the major.
  - For the Greek major, one course: Classics 23 (Greek Civilization), Classics 32 (Greek History), or Classics 34 (Archaeology of Greece).
  - For the Latin major, one course: Classics 24 (Roman Civilization), Classics 33 (Roman History), or Classics 36 (Roman Archaeology).
  - For the Classics major, two courses: one from the courses fulfilling the Greek major's requirement, and one from the courses fulfilling the Latin major's requirement.

(2) Alternatively, when circumstances prevent the satisfaction of this requirement through course work, students may take an examination consisting of essay questions on the literary and historical interpretation of major authors. It will be given in the fifth week of the first semester of the senior year.

The statement of requisites given below is intended only to indicate the degree of preparation necessary for each course, and exceptions will be made in special cases.

For students beginning the study of Greek the following sequences of courses are normal: Either 1, 12, 15, 18; or 1s, 15, 12.

Classics

21s. Greek Mythology and Religion. A survey of the myths of the gods and heroes of ancient Greece. The course will examine the universal meanings that have been found in these myths and the place of the myths in the religion of their time. Three class hours per week.

Second semester. Omitted 2001-02. Professor Sinos.

23. Greek Civilization. Readings in English of Homer, Sappho, Aeschylus, Sophocles, Euripides, Aristophanes, Herodotus, Thucydides, and Plato to trace the emergence of epic, lyric, tragedy, comedy, history, and philosophy. We shall also use inscriptions, papyri, and other documentary evidence to explore the historical background. Central questions include: What are the implications of male control over public performance and the written record? How did a slave-holding society give birth to democracy? How did the militarism and radical competitiveness of Athenian society create and destroy the possibilities for cultural achievement? What can be inferred about ancient women if they cannot speak for themselves in the texts? Three class hours per week.

First semester. Professor Griffiths.

24. Roman Civilization. A study of Roman civilization from its origins to the Empire. The material will be interpreted in the light of Roman influence upon later Western civilization. The reading will be almost entirely from Latin literature, but no knowledge of the ancient languages is required. Three class hours per week.

Second semester. Omitted 2001-02.

32f. Greek History. A survey of the political and artistic evolution of Greece from the earliest settlements to the death of Alexander, with emphasis on how to interpret ancient sources. We will focus on the emergence of Greece from the Near East and the interaction between military developments and politics in the growth of various city-states. Our evidence will consist of archaeological remains including inscriptions and coins as well as diverse literary sources ranging from lyric and dramatic poetry to the histories of Herodotus and Thucydides. Three class hours per week.

First semester. Omitted 2001-02. Professor Sinos.

33s. History of Rome: The Roman Empire, 31 BCE-235 CE. The political and social systems established by Augustus lasted almost unchanged through four dynasties and shaped a world of unprecedented prosperity for millions of inhabitants on three continents. How did this immense creation cohere? What did belonging to the Empire mean for groups and for individuals? What forms did resistance take and how was it handled? What were the conditions of daily life? Primary sources—literature, public and private documents, technical manuals, buildings, coins, etc.—will be the focus of our attention in studying the Roman Empire at its peak. Three class hours per week.

Second semester. Professor Damon.

34f. Archaeology of Greece. Excavations in Greece continue to uncover a rich variety of material remains that are altering and improving our understanding of ancient Greek life. By tracing the history of some major sanctuaries, habitation sites, and burial places, this course will explore the ways in which archaeological evidence can be used to illuminate economic, social, and religious developments in Greece from the Bronze Age to the Hellenistic Period. Special attention will be given to the causes and effects of the growth of large sanctuaries with their concentrations of wealth, and to the relation between art and politics. Three class hours per week.

First semester. Professor Sinos.

36f. Roman Archaeology: Pompeii and Herculaneum. A study of the archaeological finds from the buried cities of Pompeii and Herculaneum and the ways in which those finds illuminate the lives of the ancient Romans. The course will cover urban design, public structures, houses and villas, gardens, graffiti and dipinti, papyri, sculpture, wall paintings, mosaics, and everyday objects. An economic and social context for the remains of the material culture of these cities on the Bay of Naples will be developed from readings in Roman history and Latin literature, including Cicero, Horace, Petronius, Statius, Pliny, and Juvenal. Three class hours per week.

First semester. Omitted 2001-02. Professor Damon.

38. Greek Drama. Selected plays of Aeschylus, Sophocles, Euripides, and Aristophanes with attention to staging, Athenian politics, and the modern use of the texts to reconstruct systems of gender, sexuality, class, and ethnicity. We shall also consider the remakings of the plays in contemporary film, dance, and theater: Michael Cacoyannis, *The Trojan Women*; Martha Graham, *Night Journey*; Rita Dove, *The Darker Face of the Earth*; Pier Paolo Pasolini, *Oedipus Rex* and *Medea*.

Second semester. Omitted 2001-02. Professor Griffiths.

77, 78. Senior Departmental Honors.

First and second semesters. Members of the Department.

97, 98. Special Topics.

First and second semesters. Members of the Department.

Greek

1. Introduction to the Greek Language. This course prepares students in one term to read Plato, Homer, and other Greek literary, historical, and philosophical texts

in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 12.
First semester. Professor Griffiths.

1s. Introduction to the Greek Language. This course prepares students in one term to read Homer, Plato, and other Greek literary, historical and philosophical texts in the original and also provides sufficient competence to read New Testament Greek. Three class hours per week. This course is normally followed by Greek 15.
Second semester. Professor Sinos.

12. Greek Prose: Plato's *Apology*. An introduction to Greek literature through a close reading of the *Apology* and selected other works of Attic prose of the fifth and fourth centuries B.C. Additional readings in translation. Three class hours per week.
Requisite: Greek 1 or 1s or equivalent. Second semester. Professor Griffiths.

15. An Introduction to Greek Tragedy. After a review of forms and grammar, a play will be read with emphasis on poetic diction, dramatic technique and ritual context. Additional readings in translation. Three class hours per week.
Requisite: Greek 1 or 1s or equivalent. First semester. Professor Damon.

18. An Introduction to Greek Epic. The *Iliad* will be read with particular attention to the poem's structure and recurrent themes as well as to the society it reflects. Three class hours per week.
Requisite: Greek 15 or its equivalent or consent of the instructor. Second semester. Professor Sinos.

41. Advanced Readings in Greek Literature I. The authors read in Greek 41 and 42 vary from year to year, but as a general practice are chosen from a list including Homer, choral and lyric poetry, historians, tragedians, and Plato, depending upon the interests and needs of the students. Greek 41 and 42 may be elected any number of times by a student, providing only that the topic is not the same. In 2001-02 Greek 41 will read Plato, *Symposium*. Three class hours per week. Seminar course.
Requisite: A minimum of three courses numbered 1 to 18 or consent of the instructor. First semester. Professor Sinos.

42. Advanced Readings in Greek Literature II. See course description for Greek 41. In 2001-02 Greek 42 will read Sophocles, *Antigone*. Three class hours per week. Seminar course.
Requisite: A minimum of three courses numbered 1 to 18 or consent of the instructor. Second semester. Professor Griffiths.

77, 78. Senior Departmental Honors.
First and second semesters. Members of the Department.

97, 98. Special Topics.
First and second semesters. Members of the Department.

Latin

1. An Introduction to Latin Language and Literature. This course prepares students to read classical Latin. No prior knowledge of Latin is required. Three class hours per week.
First semester. Professor Damon.

2. Intermediate Latin. This course aims at establishing reading proficiency in Latin. Forms and syntax will be reviewed throughout the semester, while Book 4 of Virgil's *Aeneid* will be read in its entirety. Three class hours per week.
Second semester. Professor Damon.

15. Latin Literature: Catullus and the Lyric Spirit. This course will examine Catullus's poetic technique, as well as his place in the literary history of Rome. Extensive reading of Catullus in Latin, together with other lyric poets of Greece and Rome in English. Three class hours per week.
First semester. Professor Boegehold.

16. Latin Literature in the Augustan Age. An introduction to the literature and culture of Augustan Rome through close reading of Horace's *Odes* and of selections from other works illustrating the period. Three class hours per week.
Second semester. Professor Boegehold.

41. Advanced Readings in Latin Literature I. The authors read in Latin 41 and 42 vary from year to year, the selection being made according to the interests and needs of the students. Both 41 and 42 may be repeated for credit, providing only that the topic is not the same. In 2001-02 Latin 41 will read Latin Elegy. Three class hours per week. Seminar course.
Requisite: Latin 15 or 16 or consent of the instructor. First semester. Professor Boegehold.

42. Advanced Readings in Latin Literature II. See course description for Latin 41. In 2001-02 Latin 42 will read Tacitus. Three class hours per week. Seminar course.
Requisite: Latin 15 or 16 or 41 or consent of the instructor. Second semester. Professor Boegehold.

77, 78. Senior Departmental Honors.
First and second semesters. Members of the Department.

97, 98. Special Topics.
First and second semesters. Members of the Department.

RELATED COURSES

Ancient Philosophy. See Philosophy 17.
First semester. Professor Gentzler.

Readings in the European Tradition I. See European Studies 21.
First semester. Omitted 2001-02. Professor Doran.

Sexuality and Culture. See Women's and Gender Studies 31.
First semester. Omitted 2001-02. Professor Griffiths.

COLLOQUIA

Colloquia are interdisciplinary courses taught by members of two or more departments. They are aimed chiefly at juniors and seniors who have begun their majors, to give them the opportunity to gain perspective by studying subjects from viewpoints that supplement or contrast with those of their disciplines.

Whether colloquia are accepted for major credit in their faculty's departments is determined for each colloquium separately; when unspecified, students should consult their major departments.

14. Personality and Political Leadership. What constitutes personality? What constitutes political leadership? Do leaders of various sorts (totalitarian, democratic) have distinctive personalities? How do the personalities of leaders combine with other personal and cultural influences to shape their political behavior, and how does that behavior in turn shape the environment from which they come? In an attempt to answer such questions, the course will consider theories of leadership and of personality, examine approaches to psychobiographical assessment, and evaluate psychobiographies of leaders such as Wilson, Hitler, Gandhi, and Khrushchev. Finally, students will be asked to prepare their own psychobiographical term papers concerning past or current politicians.

Limited enrollment. Admission with consent of instructors. Second semester. Professors Demorest and W. Taubman.

18. Foreign Policy Seminar. This course will examine and assess the foreign policy of the Clinton Administration. In broad terms we will be asking how the Clinton Administration has defined America's interests and purposes in post-cold war world politics. More particularly, we will examine the administration's approach to the issue of NATO's future role; to national conflicts in formal Yugoslavia; to the fate of postcommunist Russia; to the peace process in the Middle East; to the challenges posed by Iran, Iraq, North Korea, Cuba and Haiti; to violence in Somalia, Rwanda and Liberia; to tensions between human rights and trade concerns in relations with China; and to debates over NAFTA and U.S. immigration policy. Do these approaches constitute a foreign policy strategy—a "Clinton doctrine" that can guide American behavior abroad into the twenty-first century? What roles do Congress, the mass media and interest groups play in defining a nation's foreign pursuits? Should American interaction with other societies be governed by Wilsonian moral precepts or a strict calculation of strategic and economic (capitalist) interests? What, finally, are the responsibilities of American society outside its borders?

Not open to first-year students. Limited to 20 students. Second semester. Omitted 2001-02. Professors Machala and Levin.

20. Citizenship in a Media Culture. Millions of people in this century have given and lost their lives in the name of nations and national identities. The common assumption is that all individuals have a national identity and that such identities are essential and mutually exclusive. What makes the idea of the nation so compelling? This course examines different forms of belonging in the modern nation state and the range of symbolic modes and genres for expressing (and refusing) belonging. What does it mean to be a national? What is the difference between nationality and citizenship? What rights and obligations does citizenship entail? The First Amendment in the Constitution of the United States guarantees the rights of citizens to freedom of expression, yet at the same time a range of institutions and strategies limit those rights, as well as who can claim citizenship. We will explore those limits, along with the literacies demanded by citizenship (including those which normative models of citizenship ignore). We will also consider the ways in which new communication technologies have affected how people imagine the communities to which they belong.

This course is part of a series of curricular initiatives involving the Five College Center for the Interdisciplinary Study of the Americas. Such courses, as well as being cross-disciplinary, are intended to work across the institutional lines of the five colleges. The course will also be listed under the offerings of the Communication Department at the University of Massachusetts.

Admission with consent of the instructors. Second semester. Professor O'Connell of Amherst College and Professor Henderson of the University of Massachusetts.

22. Media and Migration. The accelerated movement of persons, images, and commodities are central facts of the early twenty-first century. Sometimes treated as the sign and symptom of "revolutionary" changes in the technologies of communication, this phenomenon has had profound and unexpected consequences. The growth of information and its instantaneous communicability, as well as the large-scale movements of persons across cultural boundaries, has deepened uncertainty in social matters and sometimes eased, sometimes heightened, tensions among nation-states and cultures. What might it mean to be at home in such a world? Have we all become displaced persons?

This course will examine movements of people as social, political, and legal facts, and will consider their role in altering the symbolic and imagined worlds in which we live. We will investigate the relationship of migrations to twentieth-century revolutions in technologies of communication, asking how new forms of communication have influenced literary production, political organization, and the constitution of gender, racial, and ethnic identities. Among the particular topics we will consider are international popular culture, the interpretive and ethical challenges of life on the move, the creation of new art forms that exploit proliferating new media, the growth and transformation of diasporic communities, tourism, and the meaning of power in the new era of media and migration.

Limited enrollment. Second semester. Omitted 2001-02. Professor Dumm, *et al.*

24. Natural Philosophy: The Conceptual Puzzles of the Quantum World. The general title of this course reflects the fact that the disciplines of Physics and Philosophy have been historically closely linked. In this course we will examine some of the connections between these subjects, and how the combined resources of the two disciplines can clarify a number of fundamental issues about the natural world. The topic under special consideration will vary from year to year. In 2001-02, the course will examine puzzles arising from taking the quantum mechanical description of microscopic matter seriously. We will begin the course with a brief overview of the quantum world in non-technical language. We will then study the rudiments of the relevant mathematics (complex numbers, two-dimensional vectors, probability, etc.) to allow us to discuss more precisely the ideas of quantum mechanics, in particular, the various interpretations of, and attitudes to, the radical challenges that the quantum theory poses for some of our philosophical concepts. We will take up questions such as: Can two things be at the same place at the same time? Does it make sense to think of microphysical entities as possessing certain properties independent of observations that are made on them, or must we regard the act of observing as bringing forth those properties? How are the peculiar states of matter that quantum mechanics permits prevented from intruding into our everyday world of large objects, and manifesting their peculiarity for all to see? What sort of world pictures, if any, does the quantum theory allow? We will also take up some long standing problems such as determinism, wave-particle duality, and the fate of "Schroedinger's cat." No special knowledge of physics or philosophy is presupposed, only a willingness to work with words, diagrams and simple equations. Needed mathematics beyond high school algebra will be introduced.

Second semester. Professors Vogel and Jagannathan.

Computer Science

See Mathematics and Computer Science.

CREATIVE WRITING

Advisory Committee: Visiting Writers Hall (Director) and Messud; Professor Maraniss; Associate Professors Ciepiela, Douglas, and Frank; Senior Lecturer von Schmidt.

The Creative Writing Center, in conjunction with various College departments, provides courses in the writing of fiction, poetry, plays, non-fictional prose, and translation. The work of the Center is interdisciplinary in that those who teach in it are located in a number of College departments. In addition to the courses offered, the Center consists of a group of faculty members engaged in creative writing, a series of readings and class visits by practicing writers and editors brought to the College for that purpose, and a place where student and faculty writers may gather to read and talk.

The faculty of the Center strongly believe that creative writing at the College should occur in the context of a liberal arts education. They hold that all students benefit from the discipline of writing out of their own and out of imagined experience, and from submitting that writing, in small classes, to the criticism of instructors and other student writers. Because they consider that creative writing is in significant part learned through creative reading, all faculty of the Center also teach courses in the reading of literature. The Center does not offer a major and does not invite students to formulate interdisciplinary majors in creative writing; it takes the most desirable education for those who may pursue careers as creative writers to be not a heavy concentration of creative writing courses, but rather a selection of such courses plus many courses in literature and other subjects that interest an individual student.

The Center does not offer courses independently: all of the courses listed below are located in the various departments and count toward the major requirements of the departments. In addition to the courses here listed, students may arrange with any departmental faculty so willing—including those who are not members of the Center—to take special topics courses in creative writing and to undertake creative writing honors projects in their major departments.

Generally, pre-registration is not allowed by creative writing courses. Consult the Creative Writing Center web page (www.amherst.edu/~cwc) for information on admission procedures for creative writing courses.

Writing Poetry I. See English 21.
Limited enrollment. First semester. Visiting Writer Hall.

Writing Poetry I. See English 21s.
Limited enrollment. Second semester. Professor Sofield.

Writing Poetry II. See English 22f.
Limited enrollment. First semester. Visiting Writer Hall.

Composition. See English 23.
Limited enrollment. First semester. Senior Lecturer von Schmidt.

Non-Fiction Writing. See English 25s.
Limited enrollment. Second semester. Professor Townsend.

Fiction Writing I. See English 26f, section 1.
Limited enrollment. First semester. Visiting Writer Messud.

Fiction Writing I. See English 26f, section 2.
Limited enrollment. Second semester. Lecturer Merullo.

Fiction Writing I. See English 26.
Professor Frank.

Fiction Writing II. See English 28.
Limited enrollment. Second semester. Visiting Writer Messud.

Poetic Translation. See European Studies 24.
Limited enrollment. Second semester. Professor Maraniss.

Playwriting. See Theater and Dance 31.
Limited enrollment. First semester. Playwright-in-Residence Congdon.

Playwriting Studio. See Theater and Dance 61.
Limited enrollment. First semester. Playwright-in-Residence Congdon.

ECONOMICS

Professors Barbezat, Beals, Nicholson, Westhoff, Woglom (Chair), and B. Yarbrough; Adjunct Professor R. Yarbrough; Amherst-Doshisha Professor Kaneda; Associate Professor Rivkin†; Assistant Professor Irons, Kingston, and Takeyama.

Major Program. A major in economics is accomplished through a sequence of courses that begins with Economics 11, which surveys a variety of current economic issues and problems, and introduces the basic tools essential for all areas of economics. Economics 11 (or 11s) is a requisite for all other courses in economics; and for most courses there is no other requisite. Thus, after completing Economics 11 a student may enroll in any of a variety of applied courses. Students may be excused from the requirement of taking Economics 11 if they demonstrate an adequate understanding of basic economic principles.

Starting with the Class of 2004, all students majoring in economics must successfully complete nine full-semester courses in Economics. The nine courses must include Economics 11, 53, 54, and 55, plus any five electives. For the Classes of 2002 and 2003, the courses required for the major are eight courses in Economics. Mathematics 11 or equivalent is required in addition. Non-Amherst College economics courses (including economics courses taken abroad) may be used as electives as long as the student receives Amherst College credit for the course. Substitution of a non-Amherst course for one of the four specifically required economics courses is not ordinarily permitted. Exceptions are considered only if a written request is submitted to the Department Chair prior to initiating the other work, and such a request is granted only in exceptional circumstances. (Spending junior year abroad is not an exceptional circumstance.) Students who transfer to Amherst, and who wish to receive credit toward the major requirements for work done before coming to Amherst, must obtain written approval from the Chair. Candidates for Departmental Honors must complete Economics 77 and 78 and eight other courses in Economics (six other courses for students in the Classes of 2002 and 2003). All other candidates for a degree in economics are required to pass a written comprehensive exam that is typically taken in the spring semester of the senior year. All majors must attain a grade of C+ or higher in Economics 11 and a C+ or higher in Economics 53, 54, or 55, whichever is taken first. If a student fails to meet this requirement, he or she can gain admittance to the major by achieving a grade of B or higher in at least one among Economics 53, 54, and 55. Unless a student has done very well in Economics 11, it is strongly recommended that Economics 53, 54 and 55 each be taken in a separate semester.

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†On leave first semester 2001-02.

Students intending to pursue graduate study in Economics are strongly advised to take additional courses in mathematics beyond Mathematics 11.

Unless otherwise specified, all courses are open to first-year students. Economics classes normally meet three class hours per week, either in three fifty-minute sessions or two eighty-minute sessions. Exceptions are noted in course descriptions.

Note on Pass/Fail Courses. Economics 11 may be taken on a Pass/Fail basis only with the consent of the Course Chair. No student planning to major in Economics will be allowed to exercise this option. Other courses required for a major in the Department may not be taken on a Pass/Fail basis except by students in unusual circumstances (e.g., by Seniors not majoring in Economics who wish to broaden their knowledge of economics). Courses not required for the major may be offered on a Pass/Fail basis at the discretion of the instructor. Majors may not use the Pass/Fail option to satisfy department course requirements.

11. An Introduction to Economics. A study of the central problem of scarcity and of the ways in which the U.S. economic system allocates scarce resources among competing ends and apportions the goods produced among people. One lecture and three hours of discussion per week.

Requisite for all other courses in economics. Each section limited to 25 Amherst College students. First semester. Professors Irons, Kingston, Takeyama, Woglom, and B. Yarbrough (Course Chair).

11s. An Introduction to Economics. Same description as Economics 11.

Each section limited to 25 Amherst College students. Second semester. Professors Kingston, Takeyama, Westhoff (Course Chair), and Woglom.

23. Poverty and Inequality. Highly politicized debate over the determinants of poverty and inequality and the desirability of particular government responses often obscures actual changes over time in social and economic conditions. Information on the true impact of specific government policies and the likely effects of particular reforms becomes lost amid the political rhetoric. In this course we shall first discuss the concepts of poverty, inequality, and discrimination. Next we shall examine trends over time in the poverty rate, inequality of the earnings distribution, family living arrangements, education, crime, welfare recipiency, and health. We shall focus on the U.S., but also study a small number of less developed countries. In the final section of the course, basic economic principles and the evidence from experience with existing government programs will be used to analyze the likely impacts of several policy reform proposals.

Requisite: Economics 11. Limited to 50 students. First semester. Omitted 2001-02. Professor Rivkin.

24. Industrial Organization. This course examines the determinants of and linkages between market structure, firm conduct, and industrial performance. Some of the questions that will be addressed include: Why do some markets have many sellers while others have only few? How and why do different market structures give rise to different prices and outputs? In what ways can firms behave strategically so as to prevent entry or induce exit of rival firms? Under what circumstances can collusion be successful? Why do firms price discriminate? Why do firms advertise? Does a competitive firm or a monopoly have a greater incentive to innovate? In answering these and other questions, the consequent implications for efficiency and public policy will also be explored.

Requisite: Economics 11. Limited to 50 students. Second semester. Professor Takeyama.

25s. Environmental and Natural Resource Economics. Students in this course will explore society's use of the natural environment as a component of production and consumption. The allocation of exhaustible and renewable resources and the protection of environmental quality from an economic standpoint will be examined. Public policy avenues for controlling natural resource management and the environment will also be explored. Case studies include air pollution and acid rain, depletion of the ozone layer and the greenhouse effect, the solid waste crisis, and deforestation, among others.

Requisite: Economics 11. Limited to 50 students. Second semester. Omitted 2001-02. Professor Takeyama.

26f. Economics of Education. Investments in education benefit individuals and society in a variety of ways. Education affects the productivity of the labor force, economic growth, the earnings of individuals, social mobility, the distribution of income, and many other economic and social outcomes. In 1990 educational expenditures exceeded seven percent of the Gross Domestic Product of the United States. A sector this large and important poses a number of serious policy questions—especially since it lacks much of the competitive discipline present in profit-making sectors of the economy. Should we increase expenditures? Are resources allocated efficiently? Equitably? How should the sector be organized? Who should bear the costs of education? Which policy changes will be effective? Many of these questions are part of the national policy debate. This course will use economic principles to study these and other issues which have been central to discussions of education policy.

Requisite: Economics 11 or consent of the instructor. Limited to 50 students. First semester. Omitted 2001-02. Professor Rivkin.

28f. Economic History of the United States, 1600-1860. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We begin with the colonial period and the creation of the nation and end with the Civil War and the breakdown of the Union. Throughout we provide an economic reading of the events and try to explain the conflicts and resolutions in economic terms.

Requisite: Economics 11. Limited to 35 students. First semester. Professor Barbezat.

29s. Economic History of the United States, 1865-1965. The economic development of the United States provides an excellent starting point for an understanding of both this nation's history and its current economic situation. We begin with the reconstruction period after the Civil War and end with the Civil Rights Era and the War on Poverty. Throughout we provide an economic reading of the events and try to explain the conflicts and resolutions in economic terms.

Requisite: Economics 11. Limited to 35 students. Second semester. Professor Barbezat.

30. Current Issues in the United States' Economy. This course examines the contemporary economic development of the United States. Rather than starting at some time and asking "What happened next?," the course proceeds in reverse chronological order and asks "From where did this come?" Current structures, policies and problems will be analyzed and explained by unfolding the path of their sources. Among the topics covered will be the savings and loan crisis, the boom-bust of the 1980s, health care policies, foreign economic policy, as well as topics that particularly interest the group of students taking the course.

Requisite: Economics 11. Limited to 50 students. Second semester. Omitted 2001-02. Professor Barbezat.

31. The Economics of the Public Sector. This course examines the role that the government plays in the economy. We begin focusing on market failures: situations in which unregulated actions by the consumers and firms result in inefficiency. Acid rain, the depletion of the ozone layer, and global warming are used in case studies. How has the government reacted to these problems? How should the government respond? The second part of the course studies how the government's tax policies affect the economy. The tax reforms of the 1980s and the recent deficit reduction act will be emphasized. During the semester most of today's pressing public policy issues will be addressed: health care, welfare reform, the social security system, the budget deficit, etc.

Requisite: Economics 11. Limited to 50 students. First semester. Professor Westhoff.

32. International Trade. This course uses microeconomic analysis to examine economic relationships among countries. Issues addressed include why nations trade, the distributional effects of trade, economic growth, factor mobility, and protectionism. Also included are discussions of the special trade-related problems of developing countries and of the history of the international trading system.

Requisite: Economics 11. Limited to 50 students. Second semester. Professor B. Yarbrough.

33. Open-Economy Macroeconomics. This course uses macroeconomic analysis to examine economic relationships among countries. Issues addressed include foreign exchange markets, the balance of payments, and the implications of openness for the efficacy of various macroeconomic policies. Also included are discussions of the special macroeconomic problems of developing countries and of the history of the international monetary system.

Requisite: Economics 11. Limited to 50 students. First semester. Omitted 2001-02. Professor B. Yarbrough.

35. The Economy of Japan. This course examines the development and evolution of Japan's economy, focusing especially on the industrial structure, business organization and economic policy in post-WWII Japan. Emerging from the ashes of the war, the Japanese economy was one of the wonders of the postwar world, with its rapid rates of growth, exemplary productivity levels, innovations in technology and management, relatively equitable distribution of income, overall stability, and resilience in the face of energy and other crises. To the losers went the spoils after WWII, as it were. Like Germany, Japan had reemerged as a powerhouse in the second half of the twentieth century, becoming the second largest economy in the world in three decades or so. By the 1980s, however, the economy moved from rapid growth into a period of stable growth. And at the end of the decade a period of unrealistic asset-inflation led to the burst of the "bubble" and to the current persistent malaise. Indeed, the entire 1990s turned out to be almost a lost decade for the economy of Japan.

Requisite: Economics 11. Limited to 50 students. First semester. Professor Kaneda of Doshisha University.

36f. Economic Development. An introduction to the problems and experience of less-developed countries, and survey of basic theories of growth and development. Attention is given to the role of policies pursued by LDCs in stimulating their own growth and in alleviating poverty. Topics include population, education and health, industrialization and employment, foreign investment and aid, international trade strategy and exchange rate management.

Requisite: Economics 11. Limited to 50 students. First semester. Professor Beals.

40f. Health Economics. This course is designed to familiarize students with the application of economic analysis to health care. Emphasis will be placed on the supply and distribution of medical personnel, the financing of health care, the problems of rising hospital costs, alternative organizational forms for the delivery of medical care, and the role of government in each of these areas.

Requisite: Economics 11. Limited to 50 students. Not open to students who have taken Economics 70. First semester. Professor Nicholson.

53. Macroeconomics. This course develops macroeconomic models of the determinants of economic activity, inflation, unemployment, and economic growth. The models are used to analyze recent monetary and fiscal policy issues in the United States, and also to analyze the controversies separating schools of macroeconomic thought such as the New Keynesians, Monetarists and New Classicals.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Woglom.

53s. Macroeconomics. Same description as Economics 53.

Second semester. Professor Irons.

54f. Microeconomics. This course develops the tools of modern microeconomic theory and notes their applications to matters of utility and demand; production functions and cost; pricing of output under perfect competition, monopoly, oligopoly, etc.; pricing of productive services; intertemporal decision-making; the economics of uncertainty; efficiency, equity, general equilibrium; externalities and public goods.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Takeyama.

54. Microeconomics. Same description as Economics 54f.

Second semester. Professor Nicholson.

55. An Introduction to Econometrics. A study of the analysis of quantitative data, with special emphasis on the application of statistical methods to economic problems.

Requisites: Economics 11 and Mathematics 11 or equivalent. First semester. Professor Westhoff.

55s. An Introduction to Econometrics. Same description as Economics 55.

Second semester. Professor Rivkin.

60. Labor Economics. An analysis of the labor market and human resource economics. Issues concerning labor supply and demand, wage differentials, the role of education, investment in human capital, unemployment, discrimination, income inequality, and worker alienation will be discussed utilizing the tools of neoclassical economics. In addition, we shall examine the major non-neoclassical explanations of the perceived phenomena in these areas.

Requisite: Economics 54. Second semester. Professor Rivkin.

62. Seminar in Macroeconomic Issues. An upper-level course studying the theoretical and policy controversies spawned by the New Classical revolution in macroeconomics. We trace the birth of the New Classical School as a logical development of the Keynesian research agenda. Then we look at the fundamental challenges posed by New Classical economics for the ways in which macroeconomists view the relationships between economic theory, empirical testing, and policy advice. Students will write a research paper applying the ideas developed in the course to a topic of their choice.

Not open to students who have taken New Classical Economics. Requisite: Economics 53. Second semester. Omitted 2001-02. Professor Woglom.

63s. The Economics of Finance. A study of the role of financial markets in the efficient allocation of resources. We look at how financial markets: (1) enable the transfer of resources across time and space; (2) facilitate the reduction and management of risk; and (3) provide information about the future, which is important to public policymakers as well as private firms and individuals. The financial theories studied include: (1) the theory of present discounted values; (2) the capital asset pricing model; (3) the efficient markets hypothesis; and (4) the Black-Scholes model for the pricing of contingent claims.

Requisite: Economics 54. Limited to 35 students. Second semester. Professor Woglom.

64. Evaluating Social Policies. This course examines a number of social programs in the United States including Social Security, Medicare, Unemployment Compensation, Aid to Families with Dependent Children, and a variety of education and training initiatives. The purpose of this examination is not only to show how these programs operate, but also to illustrate how economic and statistical tools can be used to evaluate these operations. A significant portion of the course will be devoted to showing the advantages and disadvantages of using actual data from the programs in such evaluations.

Requisite: Economics 55 or consent of the instructor. Second semester. Professor Nicholson.

65. Topics in Econometrics. A continuation of Economics 55 that uses statistics, general economic theory and mathematics to understand empirical relations in economics. The course introduces matrix algebra and uses it to develop a careful treatment of the multiple linear regression model and refinements. Also includes an introduction to methodological developments in econometric modeling of time series data, and extensive practice in the use of statistical packages for computation.

Requisite: Economics 55. First semester. Omitted 2001-02. Professor Irons.

66f. Law and Economics. This course introduces students to the ways in which legal issues can be examined using the tools of economic analysis. Topics covered include: Property and contract law, accident law, family law, criminal law, financial regulation, and tax law. In all of these areas the intent is not to provide an exhaustive examination of the law, but rather to show how economic methods can contribute to an understanding of the basic issues that must be addressed by the law.

Requisite: Economics 54 or consent of the instructor. First semester. Professor Nicholson.

67s. Advanced Economic Theory. This course is designed as a sequel to Economics 54, Microeconomics. The objective of the course is to provide students with a mathematically rigorous foundation in microeconomic theory. Topics may vary from year to year and will be chosen from among the following: revealed preference; relationship among demand, indirect utility, and expenditure functions; duality; profit maximization and cost minimization; uncertainty; game theory; externalities and public goods; oligopoly models; adverse selection, signaling, and screening; principal-agent problems; general equilibrium theory; computation of economic equilibria; efficiency, the core, and the second best; dynamic programming; etc.

Requisite: Economics 54. Second semester. Omitted 2001-02. Professor Westhoff.

68f. Economics of the European Union. The economic and political integration of western Europe is an important feature of the current world economy. In this course we will first trace the long-standing historical development of European integration, with special attention to the international industrial cooperation of the 1920s and 1930s. With this background we will then discuss and assess the Community's structure and operation from the 1950s until the present. Topics will include tariff policies, agricultural policies, monetary and fiscal policy coordination, regional development, industrial policies and development strategies, and US-EEC relations. Rather than viewing the EEC as an organization representing equally each of its member's aims, we will examine the conflicting national goals of the Community's members and how these conflicts affect policies.

Not open to students who have taken The European Economic Community. Requisite: Economics 53 or 54. First semester. Omitted 2001-02. Professor Barbezat.

71. Positive Political Economy. The interaction between the economy and the political process will be the central focus of this course. Students will examine formal models of political and economic decision-making in order to better understand policy decisions. Applications and empirical tests of the theories will also be examined in detail. Topics will include voting models, spatial models of policy choice, agenda setting, interest groups, bureaucracies, problems of collective choice, interactions between elections and the macroeconomy, political parties, and others.

Requisite: Economics 54 or consent of the instructor. First semester. Professor Irons.

72. From Poor Relief to Welfare-to-Work. In this course, we will examine the economic history of poverty. We will begin with an examination of how poverty and the "poor" have been defined over time. We will then look at estimates of poverty measures from 1770-1990 in the United States among different groups (women, children, different ethnic groups, etc.). After analyzing the trends in poverty we will describe both private and public poverty policy programs. We will begin with the early poor laws of the New England and the Mid-Atlantic states and continue through to the contemporary era of welfare reform. At the end of the course, we will examine global poverty and put the US experience into an international context.

Requisite: Economics 53 or 54. Second semester. Omitted 2001-02. Professor Barbezat.

77. Senior Departmental Honors Seminar. A seminar preparing senior economics majors to undertake independent research for their honors projects. Five or six topics of current interest will be studied.

Requisites: An average grade of 11.00 or higher in Economics 53, 54, and 55. First semester. Professor Barbezat.

78. Senior Departmental Honors Project. Independent work under the guidance of an advisor assigned by the Department.

Requisite: Economics 77. Second semester.

97, H97, 98, H98. Special Topics. Independent Reading Course. A full course or half course.

Admission with consent of the instructor. First and second semesters.

ENGLISH

Professors Cameron‡, Chickering, Cobham-Sander, Cody‡, Guttmann, O'Connell, Parker, Peterson (Director of Studies), Pritchard, Rushing‡, Sánchez-Eppler*, Sofield, and Townsend; Visiting Writers Hall and Messud; Associate Professors Barale (Chair) and Frank; Assistant Professors Bosman and Parham; Senior Lecturer von Schmidt; Five College Visiting Assistant Professor Steuernagel; Andrew W. Mellon Visiting Assistant Professor Barr; Visiting Lecturers Merullo and Subrin.

Major Program. Students choosing to major in English are encouraged to explore the wide range available in the Department of approaches to and understandings of what might constitute the study of literature, film, and culture. The Department does not wish to prescribe any particular route through the diversity of its offerings, but instead to assist each student to develop his or her own interests and questions. To this end every student should work closely with his or her advisor in developing a concentration—through regular conversation, the submission and periodic revision of the concentration statement, and, in the senior year, the preparation of an essay articulating and reflecting on his or her intellectual journey through the major.

Majoring in English requires the completion of ten courses offered or approved by the Department, including at least one course numbered 1 to 19 and one of the upper-level seminars numbered 75. Because these seminars often lead to a senior project, the Department very strongly urges majors to take English 75 during the junior year. The Department will not guarantee admission to a particular English 75 seminar in the second semester of the senior year.

In addition to taking at least one course numbered 1 to 19 and English 75, students majoring in English must, as a condition of preregistering in the spring of their junior year, formally define a *topic of concentration* within their major. At preregistration in the fall of senior year, they then must provide a four or five page draft essay which defines the primary focus of their interests as an English major. A final draft of the essay, due at the end of the add/drop period of second semester of the senior year (together with an updated list of courses taken to fulfill the major), will be evaluated by a committee of departmental readers. The submission to the Department of an approved retrospective essay, together with an updated concentration statement, satisfies the comprehensive requirement in English.

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*On leave 2001-02.

‡On leave second semester 2001-02.

No more than two courses not offered formally by the Department may be counted as constituent parts of the major program, except with the recorded permission of the student's advisor.

Departmental Honors Program. The Department awards honors to seniors who have achieved distinction in course work for the major and who have also demonstrated, in submitted samples of extensive writing, a capacity to excel in composition. Students will be considered for the degree with Distinction in English only if they have achieved a qualifying grade average of B+ in courses approved for the major; the degree with High Distinction in English usually presupposes an A average.

Unlike other Amherst departments English has no senior honors course, although majors often assume that Senior Tutorial (English 87/88) is, in effect, the senior honors course. Many students who do enroll in Senior Tutorial, for one or both semesters, are nominated for honors, but one need not take Senior Tutorial to be nominated nor do all students who take Senior Tutorial assume that they will submit their projects for nomination for honors.

To be considered for honors a student must submit a senior project of extensive writing (50 to 70 pages). The materials included may derive from a variety of sources: from work completed in the Senior Tutorial course(s); from Special Topics, composition, and creative writing courses; from projects undertaken on the student's own initiative; or from essays composed originally for other courses in the major (these latter must be revised and accompanied by a covering statement that describes in detail the nature of the project they constitute and comments thoughtfully and extensively upon the writer's acts of interpretation and composition). The Department does not refer to the senior project as a "thesis" because that is but one of many forms the project may take. The senior project can be a film or video, a collection of essays or poems or stories, a play, a mixture of forms, an exploration in education or cultural studies.

The senior project, if approved for submission by the student's designated tutor or major advisor, is forwarded by the tutor or advisor to the Department. A committee of faculty readers and examiners is then appointed. The committee conveys its evaluation to the whole Department, which then takes into account both the senior project and the record in the major in making its final recommendation for the level of honors in English.

Senior Tutorial. Senior English majors may apply for admission to the Senior Tutorial, English 87/88, for either one or both semesters. Appropriate tutors are assigned to students whose applications have been approved. The purpose of Senior Tutorial is to provide an opportunity for independent study to any senior major who is adequately motivated and prepared to undertake such work, whether or not he or she expects to be considered for Departmental Honors at graduation. Admission to English 87/88 is contingent upon the Department's judgment of the feasibility and value of the student's proposal as well as of his or her preparation and capacity to carry it through to a fruitful conclusion.

Graduate Study. The English Department does not view its work as primarily the preparation of students for graduate work in English. Students who are interested in graduate work can, however, prepare themselves for such study through sensible planning. They should discuss their interest in graduate work with their advisor so that information about particular graduate programs, deadlines and requirements for admission, the Graduate Record Examinations, the availability of fellowships, and prospects for a professional career can be sought out. Students should note that most graduate programs in English or Comparative Literature require reading competence in two, and in many cases three, foreign languages. Intensive language study programs are available on many campuses during the summer for students who are deficient. To some extent graduate schools permit students to satisfy the requirement concurrently with graduate work.

N.B. The English Department does not grant advanced placement on the basis of College Entrance Examination Board scores.

COURSES PRIMARILY FOR FIRST-YEAR STUDENTS. These courses numbered 1 or 1s are offered primarily for first-year students. Courses with this number are writing intensive and limited in enrollment to 20 students.

1. Courses Primarily for First-Year Students. Three courses will be offered in the first semester, 2001-02.

Representing Illness. Readings in a variety of genres on the subject of sick people, with a focus on close reading and critical writing. We will touch on such topics as the representation of bodily pain; illness and social justice; illness and desire; illness and literary form. Possible texts include Sophocles, *Philoctetes*; Defoe, *A Journal of the Plague Year*; *The Diary of Alice James*; Henry James, *The Wings of the Dove*; Willa Cather, *Sapphira and the Slave Girl*; John Edgar Wideman, "Fever"; Marilyn Hacker, poems from *Winter Numbers*; and Mark Doty, poems from *My Alexandria* and *Atlantis*; the films *Lorenzo's Oil*, *Black Is ... Black Ain't*, and *Silverlake Life*; criticism by Sontag, Foucault, and Scarry. Weekly writing, both critical and autobiographical.
Professors Bosman and Cobham-Sander.

American Renaissance. A study of what might be referred to as "classical American literature" or "The Age of Emerson." The writers studied will be Emerson, Thoreau, Fuller, Hawthorne, Melville, Whitman, and Dickinson. Among the central questions asked are these: How successful were these writers in their efforts to create a distinctively American language and literature? What was their view of nature and of human nature? How did they dramatize social conflict? In what ways did they affirm or challenge traditional conceptions of gender? The course will pay close attention to the interactions of these writers with one another and will give particular emphasis to Emerson as the figure with whom the others had to come to terms.
Professor Guttmann.

Reading, Writing, Criticism. Our subject is various imaginative uses of the English language, such as poetry, fiction, the drama, autobiography, the essay. Weekly short papers in which students aim to develop and refine their powers as critics. The reading list changes yearly and includes lyric poems, a play by Shakespeare, new and classic British and American novels, as well as other kinds of discursive prose.
Professors Pritchard and Sofield.

1s. Courses Primarily for First-Year Students. Omitted 2001-02.

COURSES 2 TO 19. Open to all students, these courses are commonly writing intensive, limited in enrollment, and introductory in nature. Prospective majors are strongly advised to elect more than one.

6f. Reading, Writing, and Teaching. Students, as part of the work of the course, each week will tutor or lead discussions among a small group of students at Holyoke High School. The readings for the course will be essays, poems, autobiographies, and stories in which education and teaching figure centrally. Among these will be materials that focus directly on Holyoke and on one or another of the ethnic groups which have shaped its history. Students will write weekly and variously: critical essays, journal entries, ethnographies, etc. Readings for the course will include works by Sylvia Ashton-Warner, James Baldwin, Judith Ortiz Cofer, John Dewey, Jonathan Kozol, Herbert Kohl, Sarah Lightfoot, John Stuart Mills, Abraham Rodriguez, Esmeralda Santiago, and Patricia Williams. Two class meetings per week plus an additional workshop hour and a weekly morning teaching assistantship to be scheduled in Holyoke.

Limited to 20 students. First semester. Professor Frank.

6. Reading, Writing, and Teaching. Same description as English 6f.

Limited to 20 students. Second semester. Professor Cobham-Sander.

12. Reading Poetry. A first course in the critical reading of major British and American poets. Attention will be given to prosody and poetic forms, and to different ways of reading poems. In the spring of 2001 we will read poetry by John Donne, George Herbert, Alexander Pope, William Wordsworth, Emily Dickinson, Robert Frost, Wallace Stevens, and Elizabeth Bishop. The course will conclude with a substantial paper on a book published in 2000 or 2001 by a contemporary poet. Three class hours per week.

Second semester. Omitted 2001-02. Professors Chickering and Sofield.

14. Reading Fiction. A first course in the reading and criticism of fiction, with emphasis on the comic. Novels and stories by such writers as Jane Austen, Dickens, George Eliot, Henry James; lesser-known books and writers from this century, mainly from England and America. Attention centered on matters of technique and on different kinds of literary value. Three class hours per week.

Limited to 35 students. Second semester. Professor Pritchard.

15. Introduction to African American Poetry. (Also Black Studies 54f.) See Black Studies 54f.

First semester. Omitted 2001-02. Professor Rushing.

17. Big Books. This course explores the particular pleasures and interpretive problems of reading (and writing about) very long works—books so vast that any sure sense of the relation between individual part and mammoth whole may seem to elude author and reader alike. How do we gauge, and thereby engage with, works of disproportionate scale and encyclopedic ambition? How do we lose, or find, our places in colossal worlds of writing? In fall 2000 the books included William Thackeray's *Vanity Fair*, Samuel K. Delany's *Dhalgren*, and Walter Benjamin's *Arcades Project*.

Limited to 20 students. Preference given to first-year students. First semester. Omitted 2001-02. Professor Parker.

18. Coming to Terms. An introduction to contemporary literary studies through the analysis of a variety of critical terms, a range of literary examples, and the relations between and among them. The terms considered in spring 2002 will include lyric, narrative, author, translation, and autobiography.

Preference given to Sophomores. Second semester. Professors Bosman and Parker.

19. Film and Writing. A first course in reading films and writing about them. A varied selection of films for study and criticism, partly to illustrate the main elements of film language and partly to pose challenging texts for reading and writing. Frequent short papers. Two 90-minute class meetings and two screenings per week.

First semester. Professor Barr.

19s. Film and Writing. Same description as English 19.

Second semester. Senior Lecturer von Schmidt.

WRITING COURSES 20 TO 29. These courses are limited in enrollment. Preregistration is not allowed. Please consult the Creative Writing Center website (www.amherst.edu/~cwc) for information on admission to these courses.

21. Writing Poetry I. A first workshop in the writing of poetry. Class members will read and discuss each others' work and will study the elements of prosody: the line, stanza forms, meter, free verse, and more. Open to anyone interested in writing poetry and learning about the rudiments of craft. Writing exercises weekly.

Limited enrollment. First semester. Visiting Writer Hall.

21s. Writing Poetry I. Same description as English 21.

Limited enrollment. Second semester. Professor Sofield.

22f. Writing Poetry II. A second, advanced workshop for practicing poets. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: English 21 or the equivalent. Limited enrollment. First semester. Visiting Writer Hall.

23. Composition. Organizing and expressing one's intellectual and social experience. Twice weekly writing assignments: a sketch or short essay of self-definition in relation to others, using language in a particular way—for example, as spectator of, witness to, or participant in, a situation. These short essays serve as preparation for a final, more extended, autobiographical essay assessing the student's own intellectual growth.

Open to Juniors and Seniors. Limited enrollment. First semester. Senior Lecturer von Schmidt.

25s. Non-Fiction Writing. The topic varies from year to year. In spring 2002 we will study writers' renderings of their own experiences (memoirs) and their analyses of society and its institutions (cultural criticism). Workshop format, with discussion of mostly modern American examples and of students' experiments in the genre. Students must submit examples of their writing to the English office. Three class hours per week.

Limited enrollment. Second semester. Professor Townsend.

26f. Fiction Writing I. A first course in writing fiction. Emphasis will be on experimentation as well as on developing skill and craft. Workshop (discussion) format.

Limited enrollment. First semester. Lecturer Merullo and Visiting Writer Messud.

26. Fiction Writing I. Same description as English 26f.

Limited enrollment. Second semester. Professor Frank.

28. Fiction Writing II. An advanced level fiction class. Students will undertake a longer project as well as doing exercises every week exploring technical problems.

Requisite: Completion of a previous course in creative writing. Limited enrollment. Second semester. Visiting Writer Messud.

30f. Chaucer: An Introduction. The course aims to give the student rapid mastery of Chaucer's English and an active appreciation of his dramatic and narrative poetry. No prior knowledge of Middle English is expected. A knowledge of Modern English grammar and its nomenclature, or a similar knowledge of another language, will be helpful. Short critical papers and frequent declamation in class. The emphasis will be on Chaucer's humor, irony and lyricism. We will read *The Parliament of Fowls, Troilus and Criseyde*, and some shorter poems. English 30f prepares students for English 75s(2) on *The Canterbury Tales.* Three class hours per week.

First semester. Professor Chickering.

31s. Chaucer: *The Canterbury Tales.* To be taught in 2001-02 as English 75s, section 2. See English 75s, section 2.

Requisite: English 30f or another college-level course in Chaucer. Professor Chickering.

33. Sixteenth-Century English Literature. An introduction to poetry and drama by the major writers from Thomas Wyatt to William Shakespeare, including Philip Sidney, Edmund Spenser, Walter Raleigh, Thomas Kyd *(The Spanish Tragedy)*, Christopher Marlowe *(Dr. Faustus)*, William Shakespeare *(Sonnets, A Midsummer Night's Dream, 1 King Henry IV, Hamlet)*. Prose works by Thomas More *(Utopia)*, Erasmus *(Praise of Folly)*, Castiglione *(The Courtier)*, Machiavelli *(The Prince)* will be read in translation. Topics such as mythology, wit, court life, political satire, romantic love, pastoralism, Platonism, Senecan style, and revenge tragedy will be discussed in their relation to particular texts. Some reference to modern critical approaches. Frequent writing.

First semester. Omitted 2001-02. Professor Cody.

34. Renaissance Drama: The Places of Performance. To be taught in 2001-02 as English 75s, section 1. See English 75s, section 1.

A previous course in Shakespeare or Renaissance literature would be helpful. Professor Bosman.

35. Shakespeare. Readings in the comedies, histories, and tragedies, including *A Midsummer Night's Dream, 1 Henry IV, As You Like It, Hamlet, King Lear, Macbeth, Antony and Cleopatra,* and *The Tempest.* Two class meetings per week.

Limited to 50 students. First semester. The Department.

36. Shakespeare. Readings and discussions of selected plays.

Second semester. Omitted 2001-02.

37s. Seventeenth-Century English Literature. An introduction to poetry and drama by major writers from Ben Jonson to John Milton, including John Webster (*The Duchess of Malfi*), John Donne, Robert Herrick, George Herbert, Andrew Marvell, and others. Topics such as satiric comedy (*Volpone*), revenge tragedy, "metaphysical" lyric, the new philosophy, monarchy and puritanism, pastoralism, and Christian epic (*Paradise Lost*) will be discussed in their relation to particular texts. Some reference to modern critical approaches.

Second semester. Omitted 2001-02. Professor Cody.

38f. Major English Writers I. The focus is on six figures from the seventeenth and eighteenth century: Ben Jonson, Milton, Dryden, Pope, Swift, Samuel Johnson. Attention given to other figures from the *Norton Anthology of English Literature*, Vol. 1. What do these writers say to the reader of 2001?

First semester. Professor Pritchard.

39s. Major English Writers II: Romantics. Readings in poets and prose writers from the late eighteenth and early nineteenth centuries: Blake, Wordsworth, Coleridge, Byron, Shelley, and Keats. Some attention to other writers and topics in the *Norton Anthology of English Literature: The Romantic Period*, Vol. 2A, 7th ed. What interest do these canonical writers hold for us and how can we describe that interest in the language of criticism?

Second semester. Professor Townsend.

40. Victorian Novel I. A selection of mid-nineteenth-century English novels approached from various critical, historical, and theoretical perspectives. In spring 2001 the course focused on novels written around 1848, among them Disraeli's *Sybil*, Gaskell's *Mary Barton*, E. Brontë's *Wuthering Heights*, Dickens's *Dombey and Son*, Trollope's *Barchester Towers*, and Eliot's *Adam Bede*.

Second semester. Omitted 2001-02. Professor Parker.

41s. The Politics of the Gothic in the English Novel. Taking "the gothic" to mean that moment when human subjectivity is formed under the pressure of being looked at, this course considers the structural and ideological role of the gothic in eighteenth- and nineteenth-century English fiction about marriage. We will study such genres as the sentimental, gothic, and realist novel, with particular attention paid to representations of France and Italy, and to the formation of class, gender, and sexuality. Novels include Sterne, *A Sentimental Journey*, Radcliffe, *The Italian*, Austen, *Northanger Abbey*, Shelley, *Frankenstein*, Charlotte Brontë, *Villette*, Collins, *The Woman in White*, and Henry James, *The American*. Two class meetings per week.

Second semester. Professor Frank.

42f. Victorian Novel II. A selection of late-nineteenth-century British novels approached from a variety of critical, historical, and theoretical perspectives.

First semester. Professor Parker.

43. Modern British Literature, 1900-1950. Readings in twentieth-century British writers such as Bernard Shaw, Joseph Conrad, D.H. Lawrence, Virginia Woolf, Wyndham Lewis, Ford Madox Ford, Evelyn Waugh, W.H. Auden, Robert Graves, George Orwell, and Ivy Compton-Burnett. Three class hours per week.

Not open to first-year students. First semester. Omitted 2001-02. Professor Pritchard.

44f. Major English Writers III: Victorians. Readings in poets and prose writers from the mid- and late nineteenth century: Tennyson, Browning, Arnold, Swinburne, Hopkins; Carlyle, Newman, Mill, Ruskin, Huxley, Pater. Some attention to other topics in the *Norton Anthology of English Literature: The Victorian Age*, Vol. 2B, 7th ed. What interest do these canonical writers hold for us now and how can we describe that interest in the language of criticism?

Limited to 40 students. First semester. Professor Cody.

45s. Modern British and American Poetry, 1900-1950. Readings and discussions of five major figures: Hardy, Yeats, Eliot, Frost, and Wallace Stevens. Some attention to Pound, A.E. Housman, Edward Thomas, William Carlos Williams, and Hart Crane. Three class hours per week.

Second semester. Omitted 2001-02. Professor Pritchard.

46. Poetry 1950-2002. Readings and discussion. The syllabus will include poets from the English-speaking world: Bishop, Lowell, Jarrell, Wilbur, Larkin, Hecht, Merrill, Hill, Clampitt, Walcott, Heaney, and others. The course will conclude with a substantial paper on a book published in 2001 or 2002. Two class meetings per week.

Second semester. Professor Sofield.

47s. The Rise of the English Novel. This course examines the rise of the novel in England in the eighteenth century, with a focus on the novels of Samuel Richardson and Henry Fielding. We will explore their relations to novelistic realism, to the virtue of women, and to the temptations and dangers of upward mobility in a changing class system. Texts include Richardson's *Pamela;* Fielding's satiric responses to it, *Shamela* and *Joseph Andrews;* and what are arguably the two finest (and certainly the longest) English novels of the eighteenth century: Richardson's *Clarissa* and Fielding's *Tom Jones.*

Second semester. Omitted 2001-02. Professor Frank.

50. Flaubert/Eliot/James. A critical reading of five novels from the later nineteenth-century canon: *Madame Bovary, The Sentimental Education, Middlemarch, The Portrait of a Lady, The Ambassadors.* Two class meetings per week.

Not open to first-year students. Second semester. Omitted 2001-02. Professor Cameron.

51s. Science Fiction. Surveying a range of classic and contemporary texts in the genre of science fiction, this course will explore the relation between the politics of world-making and future technologies of representation. Special emphasis will be placed on the discourses of difference (racial, sexual, and class, as well as spatial and temporal) in the elaboration of fictional worlds.

Second semester. Professors Parham and Parker.

53. The Literature of Madness. A specialized study of a peculiar kind of literary experiment—the attempt to create, in verse or prose, the sustained illusion of insane utterance. Readings will include soliloquies, dramatic monologues and extended "confessional" narratives by classic and contemporary authors, from Shakespeare and Browning, Poe and Dostoevsky to writers like Nabokov, Beckett, or Sylvia Plath. We shall seek to understand the various impulses and special effects which might lead an author to adopt an "abnormal" voice and to experiment with a "mad monologue." The class will occasionally consult clinical and cultural hypotheses which seek to account for the behaviors enacted in certain literary texts. Three class hours per week.

Open to Juniors and Seniors and to Sophomores with consent of the instructor. Requisite: Several previous courses in literature and/or psychology. First semester. Omitted 2001-02. Professor Peterson.

54f. "The Linguistic Turn": Language, Literature and Philosophy. "The Linguistic Turn" is a first course in literary and cultural theory. Though it will devote some early attention to the principles and methods of linguistic analysis, this class is not conceived as an introduction to linguistics *per se.* We will be asking, instead, much broader questions about the nature of "language," among them whether there is such a thing, and, if so, why it has come to define for us the nature of our contemporaneity.

Open to Juniors and Seniors. First semester. Professor Parker.

55. Childhood in African and Caribbean Literature. (Also Black Studies 29.) In fall 2001 the course will concentrate on Caribbean authors. The course explores the process of self-definition in literary works from Africa and the Caribbean that are built around child protagonists. We will examine the authors' various methods of ordering experience through the choice of literary form and narrative technique, as well as the child/author's perception of his or her society. French texts will be read in translation.

Open to first-year students with consent of the instructor. First semester. Professor Cobham-Sander.

56f. Four African American Poets. A critical reading of Lucille Clifton, Michael Harper, Audre Lorde, and Robert Hayden. Two class meetings per week.

First semester. Omitted 2001-02. Professor Rushing.

57. Topics in Literary Theory. The topic varies from year to year. In fall 2000 the topic was "Marxism and Psychoanalysis." An introduction to writings by Karl Marx and Sigmund Freud that, in their radical understandings of unconscious motivation, revolutionized the interpretation of art and literature. In addition to classic texts by Marx and Freud, we will be reading works by their followers along with novels by Balzac, James and others to assess the possibilities and limits of materialist and psychoanalytic criticisms.

A previous course in literary or cultural theory would be helpful. Open to Juniors and Seniors. First semester. Omitted 2001-02. Professor Parker.

58. Modern Short Story Sequences. Although little studied as a separate literary form, the book of interlinked short stories is a prominent form of modern fiction. This course will examine a variety of these compositions in an attempt to understand how they achieve their coherence and what kinds of "larger story" they tell through the unfolding sequence of separate narratives. Works likely to be considered include Lermontov's *A Hero of Our Time,* Hemingway's *In Our Time,* Isaac Babel's *Red Cavalry,* Joyce's *Dubliners,* Sherwood Anderson's *Winesburg, Ohio,* Jean Toomer's *Cane,* Eudora Welty's *Golden Apples,* Gloria Naylor's *Women of Brewster Place,* Raymond Carver's *Cathedral.* The course concludes with a significant independent project on a chosen modern (or contemporary) example of the form and its relation to preceding works.

Limited to 15 students. Preference given to Junior and Senior English majors. Second semester. Professor Peterson.

59s. National Narratives. (Also Black Studies 70.) A critical examination of the artistic and cultural values inscribed in texts which have attained prominence as representations of nationhood or nationality. The course explores both ancient and modern examples of so-called "foundational" narratives from Africa. We shall include in our reading national epics that emerge from traditional oral cultures (*The Sundiata* of Old Mali) and modern reworkings of epic narrative styles (Ouologuem's *Bound to Violence*). The course concludes with a close literary and cultural reading of "unofficial" epics that have become canonized by educated elites, including Achebe's *Things Fall Apart*. In our discussion we shall seek to clarify the artistic and ideological forces that seem to account for the high status of these various "books of the nation."

Second semester. Omitted 2001-02. Professor Cobham-Sander.

60f. American Writers I. Readings of selected American authors with a particular focus on their relations to each other. The course will be divided into three separate units: Du Bois' *Souls of Black Folk* and selections from the writings of William James and Gertrude Stein; essays and poems by Emerson considered in relation to the poetry of Wallace Stevens; comparative readings of Henry James' *The Portrait of a Lady* and Toni Morrison's *Beloved.*

A previous course in English is recommended. First semester. Omitted 2001-02. Professors Peterson and Townsend.

60. American Writers II. American writing comes in many forms and from many places. It has no single source culturally; no one Africa, no single Europe, many Asias, many different American Indian cultures. It has a mixed history, mixed identities, and many of its most challenging texts resist classification.

American writers have often celebrated these many mixtures. But mixture, the fear of it, of "miscegenation," actual and metaphoric, has also shaped American writing. In this course we will explore texts which mix genres, which resist monolithic notions of identity, and, in doing so, seem both central and marginal in the history of American writing. Writers studied will range from the eighteenth century to the present: Whitman, Mura, Jefferson, Rowson, Twain, Bulosan, Rivera, Fitzgerald, Larsen, Hagedorn and McElroy.

Not open to first-year students. Second semester. Omitted 2001-02. Professors O'Connell and Sánchez-Eppler.

61. Studies in American Literature. The topic varies from year to year. In fall 2001 the topic will be "American Indian Literatures." No other group within North America has produced as extensive and varied forms of verbal expression as have the many different nations of American Indians. An abundant oral discourse has been collected, though possibly only a fraction of what there once was: prayers, ceremonies, creation stories, and more. And soon after the first encounters with different European cultures Native Americans began writing in English, French, and Spanish in every existing genre while also inventing some of their own. This course will examine a body of texts created in English from the early nineteenth century to the present, alongside examples of oral literature either recorded in an Indian language or in English. The emphasis throughout the course will be on how American Indian writers and speakers have negotiated the process of colonization and the many mediations through which they have had to speak and write.

First semester. Professor O'Connell.

62f. Studies in Nineteenth-Century American Literature. This course will regularly examine, from different historical and theoretical stances, the literary and cultural scene in nineteenth-century America. The goal of the course is to formulate new questions and possibilities for investigating the history and literature of the United States.

Not open to first-year students. First semester.

AMERICAN LITERATURE IN THE AGE OF DEMOCRATIC CULTURE. Emerson stands at the center because he did so in his own time and, despite many fundamental revisions in our understanding of United States literary history, continues to do so. His search for what ought uniquely to constitute a democratic culture and literature remains, as it must, unfinished and contested. It generated splendid new forms of writing in its own time—think only of Thoreau, Whitman, and Dickinson. It also excited great controversy and disagreement from writers as disparate as Margaret Fuller, William Apess, Frederick Douglass, Nathaniel Hawthorne, and Herman Melville, each of whose work Emerson's thus shaped. The course will take as its primary texts selections from Tocqueville's *Democracy in America* and Emerson's essays along with Emerson's most important interrogators: Apess, Douglass, and Stowe.

Recommended: English 60f or English 60, or English 61. Professor O'Connell.

64f. Realism and Modernism. A study of the emergence of literary realism and its transformation into the "naturalistic" novels and the experimental fictions of the early twentieth century. Readings from the work of Howells, James, Twain, Crane, Dreiser, Chopin, Jewett, Stein, Hemingway, Toomer, Larsen, and Faulkner. Three class hours per week.

First semester. Professor Townsend.

65. African American Narrative. Narrative: a fancy word for the stories we tell and how we tell them. Narrative can come in many shapes and forms. When you tell a friend the story of a recent breakup, or the previous night's basketball game, you make your impressions expressible by forming them into a narrative, by telling a story. Groups and individuals all have their own stories to tell, and this class will focus on the art of narrative and its vital importance to the African American community. As careful readers, we will look for stories, not only for the sake of the stories themselves, but also for the *how* and *why* of their telling. African American culture is in many ways a narrative culture, and we will attempt to examine—through literature, art, film, and music—the themes of education, liberation, and selfhood. What links these stories together? And why have they been told since the very beginning of the black experience in America?

Limited to 25 students. First semester. Professor Parham.

68. Jewish Writers in America. An examination of Jewish writers within the context of American literature and of American society, with special attention to the process of assimilation and the resultant crisis of identity. The diversity among Jewish writers will also be explored. Among writers discussed are Abraham Cahan, Henry Roth, Saul Bellow, Norman Mailer, Bernard Malamud, Philip Roth, and Tillie Olsen. One two-hour meeting per week.

Not open to first-year students. Limited to 20 students. Second semester. Omitted 2001-02. Professor Guttmann.

69s. American Men's Lives. An examination of constructions of American manhood. Though we will go back to European sources and forward to the forms manhood takes in contemporary American culture, our main focus will be on the values and images developed in the hundred years following the Civil War. In readings and viewings of works by Wister, Remington, Whitman, Henry and William James, Hemingway, Baldwin, Mailer, Ford, and Scorsese (among others), we will consider men as fathers, sons, lovers, citizens, workers, and athletes.

Not open to first-year students. Limited to 20 students. Second semester. Omitted 2001-02. Professor Townsend.

70f. African American Autobiographies: A Survey. (Also Black Studies 26f.) See Black Studies 26f.

First semester. Omitted 2001-02. Professor Rushing.

71. Introduction to Postcolonial Literature in English. What does the term "postcolonial" mean? The purpose of this class is to understand some of the global transformations that were for the most part set into motion by European colonialism and imperialism. This class will focus on some of the outcomes of the British colonial project by looking at literature from England, Ireland, east and west Africa, Canada, and the Caribbean.

Although literature will be the primary focus of this class, this introduction to postcolonial studies will also make brief excursions into critical theory, history, political economy, and psychology. We will use the notion of postcoloniality to interpret relationships—particularly in terms of how power affects people on global, local, and personal levels. Hopefully, by the end of this class we will have come to a way of thinking about the "New World Order," most significantly the current First/Third World division and the different kinds of literature and theory generated by such divisions. Authors we will read include William Defoe, Wole Soyinka, and Jamaica Kincaid, as well as films by Mira Nair and Mel Gibson.

Limited to 25 students. First semester. Professor Parham.

72f. Readings in American Fiction, 1950-2000. The main writers to be read in this course have been characterized by one unfriendly critic as Phallic Narcissists: Saul Bellow, Norman Mailer, John Updike, Philip Roth. Their work, fiction and non-fiction, will be considered along with that of some younger contemporaries. Three class hours per week.

Not open to first-year students. First semester. Omitted 2001-02. Professor Pritchard.

73. "This New Yet Unapproachable America": A Survey of Asian American Writing. Emerson's phrase speaks, as fully now as when he wrote it, to the constant remaking of American literature and culture by the coming together in the United States of many different peoples. It also indicates how integral a part of American literature Asian American writing necessarily is. Only recently, however, have scholars and critics begun to discover and write about Asian American literature. This body of writing is extensive, rich, and diverse. Somewhat problematically, the term "Asian American" gathers under one heading the substantially different histories of people originally from many parts of the continent. The primary aim of the course is to introduce students to the range and abundance and quality of Asian American writing from the poems in Chinese left on the walls at Angel Island to the postmodern stories of Jessica Hagedorn.

Not open to first-year students. Recommended: English 60f or 60, or English 61. First semester. Omitted 2001-02. Professor O'Connell.

SEMINARS IN ENGLISH STUDIES. These courses all emphasize independent inquiry, critical and theoretical issues, and extensive writing. They are normally open only to Juniors and Seniors and limited to 15 students. Preference is given to declared English majors in their junior year, who are strongly advised to elect 75 then and not later. Although this seminar is a requirement for the major, the Department cannot guarantee admission to Seniors in their second semester.

The Department offers at least three sections of English 75 every semester. In the course of the full academic year, sections will be offered in at least the following six areas: poetry, fiction, film, drama, criticism and theory, and literature before 1800. Each instructor will specify appropriate requisites.

75. Seminar in English Studies. Four sections will be offered in the first semester, 2001-02.

1. HITCHCOCK. The work of Alfred Hitchcock occupies a unique position in the field of film studies. Typically identified as the quintessential example of classic popular film, it has been given the kind of critical and scholarly attention usually reserved for High Art. It has been a privileged object of study for commentators from virtually every branch of film study: from auteurism to psychoanalysis, from formalism to phenomenological philosophy, from semiotics to cultural studies, from genre study to film history. The course will consider not only the key films of Hitchcock, but it will consider and attempt to account for the extraordinary range of that commentary. Two class meetings and two screenings per week.

Requisite: English 19 or 84 (both preferred) or consent of the instructor. Professor Cameron.

2. WORLD HISTORY AND THE CONTEMPORARY NOVEL IN ENGLISH. A study of the portrayal of world historical events in fiction written within the past ten years, and more generally, of the relation between historical trauma and contemporary novelistic style. Historical moments include the partition of India and Pakistan, World War I, the Korean War, post-apartheid South Africa, the American civil rights movement, colonialism and independence in the Congo. We will study six novels alongside relevant historical materials: Shauna Singh Baldwin, *What the Body Remembers*; Pat Barker, *Regeneration*; Susan Choi, *The Foreign Student*; J.M. Coetzee, *Disgrace*; Charles Johnson, *Dreamer*; and Barbara Kingsolver, *The Poisonwood Bible*.

First semester. Professor Frank.

3. CREATING A SELF: BLACK WOMEN'S TESTIMONIES, MEMOIRS AND AUTOBIOGRAPHIES. (Also Black Studies 27.) Pioneering feminist critic Barbara Smith says, "All the men are Black, all the women are White, but some of us are brave." This cross-cultural course focuses on "brave" women from Africa and its New World diaspora who dare to tell their own stories and, in doing so, invent themselves. We will begin with a discussion of the problematics of writing and reading autobiographical works by those usually defined as "other," and proceed to a careful study of such varied voices as escaped slave Linda Brent/Harriet Jacobs, political activist Ida B. Wells, and feminist, lesbian poet Audre Lorde—all from the U.S.; Lucille Clifton, the Sistren Collective (Jamaica), Carolina Maria deJesus (Brazil); Buchi Emecheta (Nigeria), and Nafissatou Diallo (Senegal).

Professor Rushing.

4. FIVE POETS. Marvell, Pope, Byron, Stevens, Wilbur: five poets in four centuries, each deploying what may be termed a sensibility of wit. The work of the course will be to identify varieties of literary wit, to observe how wit is altered by genre, by historical context, and by individual poetic style, and then to describe how it functions in the poems of these five quite different writers. Attention will also be given to prose statements by the poets and by others. Two class meetings per week.

Professor Sofield.

75s. Seminar in English Studies. Six sections will be offered in the second semester, 2001-02.

1. RENAISSANCE DRAMA: THE PLACES OF PERFORMANCE. The course surveys multiple forms of drama and spectacle in Renaissance England with special attention to the cultural articulation of space. We will consider the relation of a range of texts to their real and imagined performance sites—public theatres like the Globe as well as private playhouses, castles, fairgrounds, taverns, and the streets of London—asking what impact these places had on the dramas themselves, on their representation of public and private worlds, and on the social and political role of theatre in society at large. Reading will include works by Marlowe, Shakespeare, Jonson, Heywood, Middleton and Rowley, and Milton.

A previous course in Shakespeare or Renaissance literature would be helpful. Professor Bosman.

2. CHAUCER: *THE CANTERBURY TALES*. We will read through *The Canterbury Tales* paying close attention to Chaucer's poetic and narrative

achievements. We will also examine some of the social and literary contexts of Chaucer's mature style. Emphasis in class will be on reading Chaucer aloud as poetry and on the close hearing of ironic tones. Discussion and writing will focus on selected major problems in the interpretation of Chaucer. Two class meetings per week.

Requisite: English 30f or another college-level course in Chaucer. Professor Chickering.

3. EMERSON AND NIETZSCHE. Nietzsche often acknowledged Emerson's influence on his own thought. Yet students of American literature rarely read the two together. Pairing the two thinkers seems to threaten the reigning ideas of Emerson as the gentle sage, as the representative American thinker, philosopher of individualism and democracy. In this course we will read Emerson and Nietzsche intensively, especially the later writing of both men, to put these two seminal modern thinkers in conversation with each other so that we may better understand their literary, philosophical, and political projects. Requisite: Students who wish to take this course must have already taken one of the following: English 60, 61, or 62 (in any of their incarnations) or their equivalents at one of the Five Colleges.

Professor O'Connell.

4. POET-CRITICS: ELIOT AND FROST. T.S. Eliot and Robert Frost make a claim to be the most original poets writing in English in the twentieth century. They are also critics of significance as testified to in their essays and letters about poetry. The literary careers of Eliot and Frost will be studied in relation to each other and to other important poets and critics from the century past. Although an English Studies seminar, Juniors or Seniors not majoring in English are also welcome.

Professor Pritchard.

5. WILLA CATHER. Until the 1970s, Willa Cather (1876-1947) was read in the context of nation-making. She wrote of American soil, of the Western plains, of pioneers and immigrants, of the women and men who farmed, rode the range, built houses and churches and banks and barns, who succeeded or failed, or who simply toiled, a little bit mad or almost heroically.

More recently, however, Willa Cather is read as a queer writer, as someone whose same-sex preferences and affiliations find covert presence in those same American narratives. In this course we will read a selection of Cather's twelve novels, some of her short fiction, as well as a variety of critical texts and biographies with an eye to examining how narratives of sexual and national identity entwine. Short and frequent assignments as well as a long essay (18-20 pages) will be required. Two class meetings per week.

Professor Barale.

6. LITERATURE OF RACIAL PASSING. Is race "natural" or "cultural"? This question has persisted through centuries of American writing, and often finds its most interesting meditations in books and films that deal with "passing." Texts about passing, about people who can successfully pass themselves off as of a different race, form an important subgenre of American culture because they force us to question what really is at the heart of the thing we call race. If race signifies a "real" difference, how could there be such a thing as passing? But at the same time, if race is "only" a construction, why, as many of the texts we will examine show, is passing so often characterized as a certain kind of crime, if not a crime against nature? Passing texts reveal a fundamental ambivalence about race in America, and

it is in the interest of understanding this ambivalence that we will explore a range of literary and cultural texts, including novels by Charles Chestnutt, Jessie Fauset, and William Faulkner, the two film versions of *Imitation of Life* and Eddie Murphy's *Saturday Night Live* skit, "White Like Me."

Professor Parham.

76. Old English and *Beowulf*. This course has as its first goal the rapid mastery of Old English (Anglo-Saxon) as a language for reading knowledge. Selected prose and short poems, such as *The Wanderer* and *The Battle of Maldon*, will be read in the original, with emphasis on literary appreciation as well as linguistic analysis. After that, our objectives will be an appreciation of *Beowulf* in the original, through the use of the instructor's dual-language edition, and an understanding of the major issues in interpreting the poem. Students will declaim verses and write short critical papers. Three class hours per week.

Open to first-year students with consent of the instructor. Second semester. Professor Chickering.

82f. Production Workshop in the Moving Image. An introductory course in the production and critical study of the moving image as an art form: hands-on exercises with video camcorder and editing equipment, supplemented with screenings and critical reading.

Limited to 15 students. Admission with consent of the instructor. (Contact English Department before Registration.) First semester. Five College Professor Steuernagel.

83. The Non-Fiction Film. The study of a range of non-fiction films, including (but not limited to) the "documentary," ethnographic film, autobiographical film, the film essay. Will include the work of Eisenstein, Vertov, Ivens, Franju, Ophüls, Leacock, Kopple, Gardner, Herzog, Chopra, Citron, Wiseman, Blank, Apted, Marker, Morris, Joslin, Riggs, McElwee. Two film programs weekly. Readings will focus on issues of representation, of "truth" in documentary, and the ethical issues raised by the films.

Limited to 25 students. First semester. Senior Lecturer von Schmidt.

84. Topics in Film Study. The topic varies from year to year. In spring 2002 the topic will be "Big Films." The philosopher Stanley Cavell once described the film-going experience as "one hundred minutes of speculative solitude." What do we make of films that drastically exceed this time limit? Could one describe a film-going experience as "450 minutes of speculative solitude"? Or, after 200 or 300 minutes has "speculative solitude" been transformed into something else? In this class we will explore the unique possibilities and difficulties posed by very long films. What can a long film accomplish that a shorter work cannot? We will look at fiction and non-fiction films from different historical periods, in different languages, and with varying sensibilities and ambitions. Film works may include *Shoah, Divine Horsemen, Andrei Rublyov, José Rizal, Jeanne Dielman*, and others. One or two screenings per week.

Second semester. Professor Barr.

85. Proust. A critical reading in English translation of substantial portions of Marcel Proust's great work of fiction and philosophy, *A la Recherche du temps perdu* (known now in the revised Scott-Moncrieff translation as *In Search of Lost Time*). While students will be encouraged to read the whole of the work, class discussion and exercises will concentrate on major sections, mainly from *Swann's Way, The Guermantes Way, Sodom and Gomorrah*, and *Time Regained*. Some attention will be given to other writing by Proust and to the tradition of critical commentary in English on Proust's work and its place as a document of European modernism. Two class meetings per week.

Not recommended for first-year students. Requisite: a course in nineteenth- or early twentieth-century English or French novel, or consent of the instructor. First semester. Professor Cameron.

86. James Joyce. Readings in *Dubliners, A Portrait of the Artist as a Young Man, Ulysses,* and some portions of *Finnegans Wake.* Two class meetings per week.

Not open to first-year students. Second semester. Omitted 2001-02. Professor Cameron.

TUTORIALS. Independent work under the guidance of a tutor.

87, 87s. Senior Tutorial. Open to Senior English majors who wish to pursue a self-defined project in reading and writing. Admission is by consent of the Department. Students intending to elect this course must submit to the Department a five-page description and rationale for the proposed independent study by the end of the first week of classes in the first semester of their senior year. Those who propose projects in fiction, verse, playwriting, or autobiography must submit a substantial sample of work in the appropriate mode; students wishing to undertake critical projects must include a tentative bibliography with their proposal.

First semester.

88f, 88. Senior Tutorial. A continuation, where appropriate, of English 87. Those students intending to continue independent work are required to submit to the Department, no later than the beginning of their second senior semester, a five-page prospectus describing in detail the shape of their intended project.

Admission is by consent of the Department. Second semester.

D87, D88. Senior Tutorial. This form of the regular course in independent work for Seniors will be approved only in exceptional circumstances.

First and second semesters.

89. Production Seminar in the Moving Image. The topic varies from year to year.

Not open to first-year students. Five College students welcome. Requisite: English 82. Admission with consent of the instructor. (Contact English Department before Registration.) Limited enrollment. First semester. Omitted 2001-02. Five College Professor Steuernagel.

93s. Form and Freedom. A course in English prosody that will focus on two texts: Fussell's *Poetic Meter and Poetic Form* and Hartman's *Free Verse: An Essay on Prosody.*

Second semester. Visiting Writer Hall.

94. Readings in Tragi-Comedy of the Twentieth Century. This course will explore the interaction and interdependence of the tragic and the comic in seven major twentieth-century writers, and will address the question of whether the comedy of nihilism is a distinctly modern form. Authors read will include Italo Svevo, Samuel Beckett, Jane Bowles, Muriel Spark, Thomas Bernhard, Philip Roth and Peter Carey. We will also look at theories of comedy from Aristotle to Bergson.

Limited to 18 students. Admission with consent of the instructor. Second semester. Visiting Writer Messud.

96f. Contemporary Indian Writing in English. The vast diversity of Indian culture has nurtured highly distinctive literary voices, each of which writes the nation differently, from Tolstoyan epic to magical realism and beyond. This course will focus on readings of various Indian writers, including Salman Rushdie, Rohinton Mistry, Amit Chaudhuri, Vikram Chandra and Arundhati Roy, examining their strategies of narrative and nationhood.

Open to Juniors and Seniors and to Sophomores with consent of the instructor. Limited to 18 students. First semester. Omitted 2001-02. Visiting Writer Messud.

97, 98. Special Topics. Independent Reading Courses.
First and second semesters. The Department.

99. Caribbean Poetry: The Anglophone Tradition. (Also Black Studies 37.) A survey of the work of Anglophone Caribbean poets, alongside readings about the political, cultural and aesthetic traditions that have influenced their work. Readings will include longer cycles of poems by Derek Walcott and Edward Kamau Brathwaite; dialect and neoclassical poetry from the colonial period, as well as more recent poetry by women writers and performance ("dub") poets.
First semester. Omitted 2001-02. Professor Cobham-Sander.

RELATED COURSES

Short Stories from the Black World. See Black Studies 23s.
Second semester. Omitted 2001-02. Professor Rushing.

Representations of Black Women in Black Literature. See Black Studies 24f.
First semester. Professor Rushing.

The Age of Chivalry: Women, Knights, and Poets. See European Studies 23.
First semester. Professors Cheyette and Chickering.

Friendship. See First-Year Seminar 12.
First semester. Professor Townsend.

Autobiographical Acts. See First-Year Seminar 20.
First semester. Professor Peterson.

Reading, Interpretation, Criticism. See First-Year Seminar 22.
First semester. Professor Cody.

Reading, Writing, Identity, Authority. See First-Year Seminar 23.
First semester. Professor Barale.

The Rise of the Russian Novel. See Russian 21.
First semester. Professor Peterson.

Texts and Disciplines: Fiction as History. See Women's and Gender Studies 24f.
First semester. Professors Barale and Saxton.

EUROPEAN STUDIES

Advisory Committee: Professors Barbezat, Bezucha, Brandes‡, Caplan, Cheyette, Chickering, Czap, de la Carrera, Doran†, Griffiths, Hewitt*, Hunt, Machala, Maraniss, Rabinowitz†, Rockwell, Rogowski, Rosbottom (Chair), Sinos, Stavans, and Tiersky; Associate Professors Courtright, Damon, and Staller*; Assistant Professors Epstein, Gilpin, and Schneider; Senior Lecturer Schütz*.

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*On leave 2001-02.
†On leave first semester 2001-02.
‡On leave second semester 2001-02.

European Studies is a major program which provides opportunity for interdisciplinary study of European culture. Through integrated work in the humanities and social sciences, the major examines a significant portion of the European experience and seeks to define those elements that have given European culture its unity and distinctiveness.

Major Program. The core of the major consists of six courses that will examine a significant portion of European civilization through a variety of disciplines. Comparative literary studies, interdisciplinary work in history, sociology, philosophy, political science or economics involving one or more European countries are possible approaches to the major. The student will select the six core courses in consultation with the Chair and an appropriate advisory subcommittee of the Program. Of these six courses, two will be independent research and writing during the senior year, leading to the presentation of a thesis in the final semester. In one of the final two semesters the major may designate the research and writing course as a double course (European Studies D77 or D78), in which case the total number of courses required to complete the major becomes seven. In addition, a major will take European Studies 21 and 22 during the sophomore year or as soon as he or she elects a European Studies major.

Save in exceptional circumstances, a major will spend at least one semester of the junior year pursuing an approved course of study in Europe. Upon return, the student will ordinarily elect, in consultation with the advisory subcommittee, at least one course that helps integrate the European experience into the European Studies major. During the second semester of the senior year he or she will give an oral presentation to faculty and students in the Program of his or her independent research and writing in progress. Because of the self-designed nature of the European Studies program, the thesis plays a major role in integrating the student's work in the program. Superior achievement in the thesis project will be considered for recommendation for the degree with Departmental Honors.

A major is expected to be able to read creative and scholarly literature in at least one foreign language appropriate to his or her program.

When designing his or her course schedule, a major should consult regularly with the advisory subcommittee and should give careful study to the offerings of humanities and social science departments at Amherst and the other Valley colleges.

11s. The Self in the World. To understand the world, one must first know the "self": this idea has informed much European art and literature. This course will study the following: fiction and poetry where the identity of the protagonist is a major theme; non-fictional, first-person narrative (that is, "autobiography"); and self-portraiture in painting and sculpture. The purpose is to understand the role that identity—the sense of a distinct self—has played in European thought and art. We will study a wide range of authors and works, including St. Augustine, Montaigne, Shakespeare, Rousseau, Wordsworth, Joyce, and Woolf, as well as such artists as Dürer, Rembrandt, Van Gogh, and Picasso.

Second semester. Professor Rosbottom.

14. Napoleon's Legends. Napoleon Bonaparte's legacy in domestic and international politics and military strategy profoundly influenced nineteenth- and twentieth-century Europe. But so did his legend, created before his great defeat and exile, and nurtured after his death in 1821. In this course, we will study painting (e.g., David and Goya), narrative fiction (e.g., Balzac, Stendhal, and Tolstoy), poetry (e.g., Wordsworth and Hugo), music (e.g., Beethoven), urban history and architecture (e.g., of Paris), and the silent and sound films of the first half of our century (e.g., Gance). We will examine how different generations and a variety of cultures appropriated the imagined and real image of Napoleon and his deeds for social, political, and artistic ends, and thereby influenced the creation of modern Europe. Two class meetings per week.

Limited to 25 students. Second semester. Omitted 2001-02. Professor Rosbottom.

21. Readings in the European Tradition I. Readings and discussion of a series of related texts from Homer and Genesis to Dante: Homer's *Iliad* and *Odyssey*, selected Greek tragedies, selected dialogues of Plato, Vergil's *Aeneid*, selections from the *Bible*, Augustine's *Confessions*, and Dante's *Divine Comedy*. Three class meetings per week.

Open not only to European Studies majors but also to any student interested in the intellectual and literary development of the West, from antiquity through the Middle Ages. Required of European Studies majors. Limited to 25 students. First semester. Omitted 2001-02. Professor Doran.

22. Readings in the European Tradition II. Reading and discussion of works of literature that have contributed in important ways to the definition of the European imagination. Previous readings have included Machiavelli's *The Prince*, Cervantes' *Don Quixote*, plays of Shakespeare, Montaigne's *Essays*, Racine's *Phaedra*, Molière's *Tartuffe*, Descartes' *Discourse on Method*, Rousseau's *Discourse on the Origin of Inequality*, Voltaire's *Candide*, Goethe's *Faust I*, selected poems of Wordsworth, Marx's *Communist Manifesto*, Flaubert's *Madame Bovary*, Tolstoy's *War and Peace*, Thomas Mann's *Death in Venice*, and others. Open not only to European Studies majors but also to any student interested in the intellectual and literary development of Europe from the Renaissance to the twentieth century. Two class meetings per week.

Suggested requisite: European Studies 21. Required for European Studies majors. Limited to 25 students. Second semester. Professor Rosbottom.

23. The Age of Chivalry: Women, Knights, and Poets. (Also Women's and Gender Studies 23.) Although "chivalry" is now considered a quaint term describing male conduct in love and war, the concept was originally shaped in part by women, not only as the objects of male desire but also as patrons of poets and musicians. This course will focus on the literature and music produced for the courts of two twelfth-century rulers: Ermengard of Narbonne, patron of the troubadours and Marie de Champagne, patron of the romance-writer Chrétien de Troyes. To explore the power structures and ideologies of chivalric culture, we will also read chronicles, charters, and other documents; analyze the iconography of manuscript images; and sing troubadour songs (no prior knowledge of music is expected). All texts will be read in translation, and in dual-language editions where possible. Two class meetings per week.

First semester. Professors Cheyette and Chickering.

24. Poetic Translation. This is a workshop in translating poetry into English from another European language, preferably but not necessarily a Germanic or Romance language (including Latin, of course), whose aim is to produce good poems in English. Students will present first and subsequent drafts to the entire class for regular analysis, which will be fed by reference to readings in translation theory and contemporary translations from European languages. Two class meetings per week.

Limited to 12 students. Second semester. Professor Maraniss.

25s. Yiddish and Its Literature. A survey of the development of the Eastern-European Jewish language from the thirteenth century to the Holocaust and beyond. The first portion of the course will offer a sociological and cultural explanation of the shaping of Yiddish. Then it will mainly focus on the literature and films of the nineteenth and twentieth centuries, especially in the works of Mendele Mokher Sforim, Sholem Aleichem, I.L. Peretz, the Soviet Yiddish masters, Di Yunge, and Isaac Bashevis Singer. Conducted in English. Two class meetings per week.

Limited to 40 students. Second semester. Omitted 2001-02. Professor Stavans.

26. Traumatic Events. How is memory constructed and represented? How is it possible to bear witness, and what exactly is involved? Who is authorized to testify, to whom, when? Whose story is it? Is it possible to tell "the story" of a traumatic event? What are the disorders of testimony, and how and where do they emerge? This course will observe the workings of trauma (the enactment and working-through of collective and individual symptoms of trauma), memory, and witnessing in various modes of everyday life. We will examine notions of catastrophe, disaster, accident, and violence, and explore the possibilities and impossibilities of bearing witness in many forms of cultural production: in fiction, poetry, architecture, critical theory, oral and written testimonies, visual art, monuments, philosophy, science, cartoons, film, video, theater, television reportage, newspaper documentation, performance, on the Internet, and in our public and domestic spaces. We will study a variety of historical representations of trauma, paying particular attention to events in Germany and Europe in the twentieth century. Material to be examined will be drawn from the work of: Pina Bausch, Joseph Beuys, Christian Boltanski, Cathy Caruth, Paul Celan, Marguerite Duras, Peter Eisenman, Shoshana Felman, Florian Freund, Jochen Gerz, Rebecca Horn, Anselm Kiefer, Ruth Klüger, Dominick LaCapra, Claude Lanzmann, Dori Laub, Daniel Libeskind, Art Spiegelman, Paul Virilio, Peter Weiss, Wim Wenders, Elie Wiesel, and others.

Second semester. Omitted 2001-02. Professor Gilpin.

34. Rabbinical Lore. An examination of the role of the rabbi in society and the theological, political and pastoral tasks performed. The periods contemplated range from the post-biblical in Palestine and the diaspora to medieval Spain, seventeenth-century Africa and the Netherlands, Eastern Europe during the Enlightenment, and the United States and the rest of the Americas today. The course will analyze the tension between the status quo and heretical ideas, between the rabbi as authority and dissident, between scholarship and messianism. Figures studied against their historical backdrop include Rabbi Akiva, Elisha ben Abuyha, Hillel and Shammai, Maimonides, the Ba'al Shem Tov, and Nachman of Bratzlav. Portions of the Talmud, the *Guide for the Perplexed*, selected kabbalistic treatises, Hassidic stories, and modern novels and stories such as *As a Driven Lief* and "The Pagan Rabbi" will be discussed.

Second semester. Professor Stavans.

77, D77, 78, D78. Senior Departmental Honors.

97, 98. Special Topics.

RELATED COURSES

For related courses, see especially the offerings in European areas in the Departments of Classics, Economics, English, Fine Arts, French, German, History, Music, Philosophy, Political Science, Religion, and Spanish.

FINE ARTS

Professors Abiodun, Clark†, Morse‡, R. Sweeney, and Upton; Associate Professors Courtright (Chair) and Staller*; Assistant Professor Godfrey; Visiting Professor Hurwitz; Visiting Artist-in-Residence Cape; Visiting Assistant Professors Kimball and Koehler; Visiting Lecturer Gloman.

Major Program. The Fine Arts major offers the broadest possible means for developing a student's historical understanding, practical skills, and critical faculties with regard to the visual arts and their values in society. Although this objective may be accomplished either with emphasis upon work in art history and criticism or the practice of art, the major program is designed to identify and serve each student's personal interests and capacities through an integrated engagement in the Fine Arts. The work of each major will be directed by an advisory committee.

Course Requirements. A major will consist of a minimum of ten courses in Fine Arts of which at least three will be taken in the history of art and three in the practice of art. Fine Arts 1 and 2 are required. Majors who take three of the following courses—Fine Arts 32, 35, 45, 54, 59, 68—will be exempt from Fine Arts 1. Either Fine Arts 59 or 68 is recommended. Majors who take Painting I, Sculpture I and Basic Drawing will be exempt from Fine Arts 2. With departmental permission, majors may elect a Fine Arts 97-98 program of individual work; likewise, a limited number of courses in other departments of Amherst College or neighboring institutions may be accepted as partial fulfillment of the major program.

Both majors and non-majors should be aware that numerous courses in other departments of the College offer serious opportunities for them to complement their work in Fine Arts. Though not necessarily counting toward the major, such courses range from topics as obviously relevant as aesthetics, religion, history and the other arts to such perhaps less apparent studies as anthropology, geology, and the history of economics and science. Departmental advisors will assist students in their course selection so as to maximize the possibilities represented by such collateral study.

Students who are thinking of graduate work either in the practice of art (including architecture, conservation, etc.) or in art history, should try to identify that interest as early as possible so that they may take advantage of departmental counsel regarding such preparation as may be necessary (*e.g.*, GRE's, portfolios, foreign language skills, science background). The department faculty is also, of course, happy to discuss career options and prospects with both majors and general students.

Course Levels in the Department of Fine Arts. The Fine Arts curriculum is designed to direct students through studio and history of art courses at increasing levels of complexity. Introductory level courses assume no previous experience.

Departmental Honors Program. Candidates for Honors will, with departmental permission, take Fine Arts 77-78 during their senior year. Fine Arts 77-78 will be counted towards the ten-course requirement for the major.

*On leave 2001-02.
†On leave first semester 2001-02.
‡On leave second semester 2001-02.

INTRODUCTION TO THE FINE ARTS

Fine Arts 1 and 2 provide the student with an introduction to the study of the Fine Arts through the complementary approaches of history and practice. Either course may be taken independently of the other and may be taken in any sequence.

1. **History of Art.** An introduction to works of art as the embodiment of cultural, social, and political values from ancient civilizations to the present. Students will approach a selected number of paintings, sculptures, and buildings from a number of perspectives, and the course will address various historical periods, artists, and themes through objects of Western art that are united by a contemplation of the uniquely artistic expression of meaning in visual form. Three lectures and one discussion section per week (each discussion section limited to 25 students). Introductory level.

Limited to 75 students. First semester. Professor Courtright.

PRACTICE OF ART

2. **Practice of Art.** An introduction to some of the ways artists have tried to model themselves, nature and the world around them and an exploration of related studio practices. We will investigate elements of perspective, line, and value; color construction; issues of pictorial space such as illusion versus a two-dimensional organization of the picture plane; realism and abstraction; the figure as subject; the implications of photography; the evolution of three-dimensional form, techniques and materials; formal versus conceptual art; art as a critical activity; the role of artistic practice in our culture. Examples will be drawn from disciplines other than artistic, forms other than art, and cultures different from our own. Class time will be spent in lecture, demonstration, exercises, discussion and critique. There will be weekly out-of-class assignments. Two two-hour class sessions per week.

No prior studio experience required. Not open to students who have taken Fine Arts 4f or 4, 15 or 15s. Limited to 40 students. Second semester. Professor Godfrey.

4f. Basic Drawing. An introductory course in the fundamentals of drawing. The class will be based in experience and observation, exploring various techniques and media in order to understand the basic formal vocabularies and conceptual issues in drawing; subject matter will include still life, landscape, interior, and figure. Weekly assignments, weekly critiques, final portfolio. Two three-hour sessions per week.

Students who have completed Fine Arts 4f cannot receive credit for Fine Arts 4. Each section limited to 20 students. First semester. Section 1: Lecturer Gloman; Section 2: Professor Godfrey; Section 3: Lecturer Gloman.

4. Basic Drawing. Same description as Fine Arts 4f.

Students who have completed Fine Arts 4 cannot receive credit for Fine Arts 4f. Limited to 18 students. Second semester. Lecturer Gloman.

PRACTICE OF ART: MIDDLE LEVEL STUDIO COURSES

13s. Printmaking I. An introduction to intaglio (metal plate) printmaking that introduces the student to drypoint, engraving, and a variety of etching processes. Particular attention will be paid to the interrelationship between the repeatable nature of prints and the unique character of drawings and the notion of printmaking as an extension and codification of drawing procedures. Regular class discussions and critiques will be held.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 16 students. Second semester. Omitted 2001-02.

14. Sculpture I. An introduction to the practice of sculpture in a contemporary and historical context. A series of directed projects will address various material and technical processes such as construction, modeling, casting, carving, and welding. Other projects will focus primarily on conceptual and critical strategies over material concerns. By the end of the course, students will have developed a strong understanding of basic principles of contemporary sculpture and have acquired basic skills and knowledge of materials and techniques. Further, students will be expected to have formed an awareness of conceptual and critical issues in current sculptural practice, establishing a foundation for continued training and self-directed work in sculpture and other artistic disciplines. Two three-hour class meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 18 students. Second semester. Professor Godfrey.

15. Painting I. A set of studio projects to explore fundamental techniques in oil painting, with emphasis on figurative composition. Two three-hour meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

16f. Problems in Digital Imaging. Like painters at the middle of the nineteenth century considering the recent invention of photography, contemporary artists tend to view digital technology with either fervent suspicion or tremendous excitement. This is a studio course that will explore the following questions: Can the computer be a meaningful tool for creating serious works of art? Are certain visual and philosophical problems better served by digital technology? What are the broad implications of our digital future? Will the computer radically reconfigure pictorial vision? Perhaps most importantly: are the essential problems of digital space any different from those facing more traditional artists?

Requisite: Art 2 or 4 or 4f; experience with Macintosh platform. Limited to 12 students. First semester. Professor Kimball.

18f. Photography I. An introduction to black-and-white still photography. The basic elements of photographic technique will be taught as a means to explore both general pictorial structure and photography's own unique visual language. Emphasis will be centered less on technical concerns and more on investigating how images can become vessels for both ideas and deeply human emotions. Weekly assignments, weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice. Two three-hour meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 12 students. First semester. Omitted 2001-02.

18. Photography I. Same description as Fine Arts 18f.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 12 students. Second semester. Professor Kimball.

19. Out of the Dark. An investigation into several photographic processes not requiring a darkroom: color transparencies, polaroid processes, cyanotypes and other sunlight-oriented printing-out processes, as well as an introduction to digital photography. Class time will be divided between technical demonstrations, slide lectures oriented toward the work of contemporary imagemakers using alternative technologies, and critiques. Emphasis will be placed on students developing and defending a body of independent work of contemporary relevance. Two three-hour meetings per week.

Requisite: Photography I or consent of the instructor. Limited to 10 students. First semester. Professor Kimball.

21s. Three-Dimensional Design. The course explores the world of objects. We are surrounded by them and take them for granted, but each chair, lamp, package, or pen was made by a process of design. In a series of problems students will be asked to design and build in a wide variety of materials. Problems will focus on structure, presentation, and invention. The development of design styles will be studied. While Basic Sculpture explores the language of three dimensions from an expressive point of view, three-dimensional design approaches the same language from the view of a problem solver.

Limited to 15 students. Second semester. Omitted 2001-02. Professor Godfrey.

PRACTICE OF ART: UPPER LEVEL STUDIO COURSES

22f. Drawing II. A course appropriate for students with prior experience in basic principles of visual organization, who wish to investigate further aspects of pictorial construction using the figure as a primary measure for class work. The course will specifically involve an anatomical approach to the drawing of the human figure, involving slides, some reading, and out-of-class drawing assignments. Two two-hour meetings per week.

Requisite: Fine Arts 2 or 4f or 4, or consent of the instructor. Limited to 18 students. First semester. Professor Sweeney.

22. Drawing II. Same description as Fine Arts 22f.

Second semester. Omitted 2001-02. Professor Godfrey.

24. Sculpture II. A studio course which investigates more advanced techniques and concepts in sculpture leading to individual exploration and development. Projects cover figurative and abstract problems based on both traditional themes and contemporary developments in sculpture, including: clay modeling, carving, wood and steel fabrication, casting, and mixed-media construction. Weekly in-class discussion and critiques will be held. Two three-hour class meetings per week.

Requisite: Fine Arts 14f or consent of the instructor. Limited to 12 students. Second semester. Omitted 2001-02. Professor Godfrey.

26. Painting II. This course offers students knowledgeable in the basic principles and skills of painting and drawing an opportunity to investigate personal directions in painting. Assignments will be collectively as well as individually directed. Discussions of the course work will assume the form of group as well as individual critiques. Two three-hour class meetings per week.

Requisite: Fine Arts 15s or consent of the instructor. Limited to 18 students. Second semester. Professor Sweeney.

27s. Printmaking II. This course is an extension of intaglio processes introduced in Fine Arts 13, with the addition of more complex procedures such as multiple plate printing and color printing. Special emphasis will be placed upon the idea of layering and overlap as a graphic procedure central to printmaking and an important component in the creation of form in prints. Students will also be introduced to relief printing and monoprints. There will be weekly critiques and discussions.

Requisite: Fine Arts 13 or consent of the instructor. Limited to 16 students. Second semester. Omitted 2001-02.

28f. Photography II. A continuing investigation of the skills and questions introduced in Fine Arts 18. Advanced technical material will be introduced, but emphasis will be placed on locating and pursuing engaging directions for independent work. Weekly critiques, readings, and slide lectures about the work of artist-photographers, one short paper, and a final portfolio involving an independent project of choice.

Requisite: Photography I or consent of the instructor. Limited to 12 students. First semester. Omitted 2001-02.

28. Photography II. Same description as Fine Arts 28f.

Second semester. Professor Kimball.

29s. Advanced Drawing. A drawing course that will emphasize compositional issues by working from memory, imagination, other works of art, and life. Students are required to develop and explore individual directions in pictorial construction. Course work consists of slide lectures, readings, individual and group critiques, in-class drawing experiments and sustained out-of-class drawing projects. Four hours per week.

Requisite: Drawing II or Painting II or equivalent. Limited to 8 students. Second semester. Professor Sweeney.

HISTORY OF ART: WESTERN ART

31. The Monastic Challenge. A search for spiritual efficacy in the art and architecture of France during the twelfth and thirteenth centuries. First, by learning how to recognize, define and respond to the artistic values at work in a series of "romanesque" and "gothic" monuments including the Abbeys of Fontenay, Vézelay and Mt. St. Michel and the Cathedrals of Laon, Paris, Chartres, Amiens and Reims, we will try to engage directly (e.g., architecturally and spatially) the human aspiration these structures embody. Secondly, with the help of two literary masterpieces from the period, the *Song of Roland* and *Tristan and Isolde,* we will discover that the heart of the "monastic" challenge to our own era is *not* the traditional opposition of the medieval and modern worlds, but rather the recognition of the potential diminishment of art by an exclusively "scholastic" view of reality. The tragic affair of Eloise and Abélard will dramatize a central dilemma too easily forgotten that always (but especially in our own era) threatens art, love and spirituality. Two class meetings per week.

Requisite: One course in the Department of Fine Arts or consent of the instructor. First semester. Professor Upton.

32. Art and Architecture of Europe from 300 to 1500 C.E. By learning how specifically to encounter the transcendent symbolism of the catacombs of Rome, the devotional intensity of monastic book illumination, the grandeur and vision of the first basilica of St. Peter, the Byzantine church of Hagla Sophia, and selected monasteries and cathedrals of France, we will trace the artistic realization of the spiritual idea of Jewish and Christian history from the transformation of the Roman Empire in the fourth century C.E. to the apocalyptic year of 1500 C.E. Several prophetic masterpieces by Albrecht Dürer, Leonardo da Vinci and Michelangelo Buonarroti completed on the very eve of the modern world will reveal a profound "forgotten awareness" crucial to our collective and private well being but long obscured by the "renaissance" bias that called this period "medieval." Two class meetings per week.

Second semester. Professor Upton.

35s. Art and Architecture of Europe from 1400 to 1800. This course is an introduction to painting, sculpture, and architecture of the early modern period. The goal of the course is to identify artistic innovations that characterize European art from the Renaissance to the French Revolution, and to situate the works of art historically, by examining the intellectual, political, religious, and social currents that contributed to their creation. In addition to tracing stylistic change within the *oeuvre* of individual artists and understanding its meaning, we will investigate the varied character of art, its interpretation, and its context in different regions, including Italy, France, Spain, Germany and the Netherlands.

Second semester. Professor Courtright.

36f. Renaissance Art in Italy. This course treats painting, sculpture, and architecture of the periods known as the Early and High Renaissance, Mannerism, and the Counter Reformation. It will dwell upon works by artists such as Giotto, Donatello, Botticelli, Leonardo, Raphael, Bramante, Michelangelo, and Titian in the urban centers of Florence, Rome, and Venice, art produced for patrons ranging from Florentine merchants and monks to Roman princes and pontiffs. The art itself—portraits, tombs, altarpieces, cycles of imagined scenes from history, palaces, churches, civic monuments—ranges from gravely restrained and intentionally simple to monumental, fantastically complex or blindingly splendid, and the artists themselves range from skilled artisans to ever more sought-after geniuses. Emphasis will be upon the way the form and content of each type of art conveyed ideas concerning creativity, originality, and individuality, but also expressed ideals of devotion and civic virtue; how artists dealt with the revived legacy of antiquity to develop an original visual language; how art imparted the values of its patrons and society, but also sometimes conflicted with them; and how art and attitudes towards it changed over time. Rather than taking the form of a survey, this course, based on lectures but regularly incorporating discussion, will examine in depth selected works, and will analyze contemporary attitudes toward art of this period through study of the art and the primary sources concerning it.

Requisite: One course in the Department of Fine Arts or consent of the instructor. First semester. Omitted 2001-02. Professor Courtright.

38. Art, Culture and Society in the Italian Renaissance. (Also History 27s.) See History 27s.

Second semester. Professors Courtright and Cheyette.

41s. Dutch and Flemish Painting (The "Art" of Beholding). This course means to ask the question: What would it be like actually to respond to the paintings of Jan van Eyck, Roger van der Weyden, Hugo van der Goes, Hieronymous Bosch, Pieter Bruegel, Jan Vermeer and Rembrandt van Rijn and to reclaim in such a direct encounter the rejuvenating powers of insight and wisdom residing within the work of art itself. In addition to re-affirming the practice of pictorial contemplation for its own sake, "Dutch and Flemish Painting" will provide explicit instruction in the means and attitude of beholding complex works of art. Two class meetings per week.

Second semester. Professor Upton

42. Baroque Art in Italy, France, Spain, and the Spanish Netherlands. After the canonization of the notion of artistic genius in the Italian Renaissance and the subsequent imaginative license of artists known as Mannerists, phenomena sponsored throughout Europe by the largesse of merchants, courtiers, aristocrats, princes, and Churchmen alike, a crisis occurred in European society—and art—in the second half of the sixteenth century. Overturned dogmas of faith, accompanied by scientific discoveries and brutal political changes, brought about the reconsideration of fundamental values that had undergirded many facets of life and society in Europe at the beginning of the seventeenth century, the starting point of this course. Unexpectedly, these upheavals led to a renewed proliferation of innovative art. In this century of remarkably varied artistic production, paradoxes abounded. Some artists sought the illusion of reality by imitating unimproved, even base nature through close observation of the human body, of landscape, and of ordinary, humble objects of daily use, as others continued to quest for perfection in a return to the lofty principles implicit in ancient artistic canons of ideality. More than ever before, artists explored the expression of passion through dramatic narratives and sharply revealing portraiture, but, famously, artists also imbued art meant to inspire religious devotion with unbounded eroticism or with the gory details of painful suffering and hideous death. They depicted dominating political leaders as flawed mortals—even satirized them through the new art of caricature—at the same time that they developed a potent and persuasive vocabulary for the expression of the rulers' absolutist political power. This class, based on lectures but regularly incorporating discussion, will examine in depth selected works of painting, sculpture, and architecture produced by artists in the countries which remained Catholic after the religious discords of this period—e.g., Caravaggio, Bernini, Poussin, Velázquez, and Rubens in Italy, France, Spain, and the Spanish Netherlands—as well as engaging the cultural, social, and intellectual framework for their accomplishments.

Requisite: One course in the Department of Fine Arts or consent of the instructor. Second semester. Omitted 2001-02. Professor Courtright.

45s. The Modern World. This course will explore the self-conscious invention of modernism in painting, sculpture and architecture, from the visual clarion calls of the French Revolution to the performance art and earthworks of "art now." As we move from David, Monet and Picasso to Kahlo, Kiefer and beyond, we will be attentive to changing responses toward a historical past or societal present, the stance toward popular and alien cultures, the radical redefinition of all artistic media, changing representations of nature and gender, as well as the larger problem of mythologies and meaning in the modern period. Study of original objects and a range of primary texts (artists' letters, diaries, manifestos, contemporary criticism) will be enhanced with readings from recent historical and theoretical secondary sources.

Second semester. Omitted 2001-02. Professor Staller.

46. Contemporary Art. This course will cover the complex development of contemporary art since 1945. The course will focus on individual artists such as Jackson Pollock, Andy Warhol, Louise Bourgeois, Eva Hesse and Kiki Smith, as well as broader movements and formats such as Abstract Expressionism, Conceptual Art, Earth Art, Installations and Performance. Topics such as censorship and identity politics will be explored within the context of the dramatic economic, social and political transformations from World War II to the present. Readings include art historical texts, primary documents, and theoretical writings.

Assignments include quizzes, a series of short papers, presentations, and a final take-home essay. Two class meetings per week.

Requisite: One course in Fine Arts or consent of the instructor. Second semester. Professor Koehler.

54. American Art and Architecture, 1600 to Present. Through the study of form, content, and context (and the relationship among these categories) of selected works of painting, architecture, and sculpture made in colonial America and the United States from the seventeenth to the twentieth century, this course will probe changing American social and cultural values embodied in art. We will study individual artists as well as thematic issues, with particular attention to the production and reception of art in a developing nation, the transformation of European architectural styles into a new environment, the construction of race in ante- and post-bellum America, and the identification of an abstract style of art with the political ascendence of the United States after World War II. Introductory level.

Second semester. Omitted 2001-02. Professor Clark.

55. Architecture and Design: 1890 to Present. This course will explore the architecture and design of the late nineteenth and twentieth centuries. The modern built environment, individual buildings, and the connection of architecture to other art forms will be examined in connection with issues of nationalism and internationalism, the avant-garde and historicism, craftsmanship and mass-production, artistic autonomy and social determinism. This course will include the Arts and Crafts Movement, Art Nouveau, Expressionism and the Werkbund, Futurism, Art Deco, De Stijl, the Bauhaus, Constructivism, l'Esprit Nouveau, the International Style, Postmodernism and Deconstruction. Among those whose careers will be examined are Frank Lloyd Wright, Antonio St. Elia, Josef Hoffmann,Walter Gropius, Bruno Taut, Gerrit Rietveld, Konstantin Melnikov, Lilli Reich, Mies van der Rohe, Le Corbusier, Albert Speer, Robert Venturi and Frank Gehry. Readings include art historical texts, critical essays, and primary documents. Students will be responsible for a midterm, final, take-home essays and an analytical paper. Two class meetings per week.

Requisite: One course in Fine Arts or consent of the instructor. First semester. Professor Koehler.

57s. American Painting 1860-1940. This course considers selected American paintings in the period between the Civil War and World War II, with emphasis on their intertwining with a wider cultural, social, and political environment. Individual artists (Winslow Homer, Thomas Eakins, Georgia O'Keeffe, Grant Wood, and Jacob Lawrence) and groups (around Henri, Arensberg, and Stieglitz) will frame our study. Readings will address current interpretative strategies in American art criticism, and students will have an opportunity to pursue independent research.

Requisite: Fine Arts 1 or 54, or consent of the instructor. Second semester. Omitted 2001-02. Professor Clark.

HISTORY OF ART: ASIAN ART

59. Arts of Asia. (Also Asian 13.) A general introduction to the major monuments of South and East Asia focusing primarily on India, China, and Japan, but also including Southeast Asia and Korea. Through a study of the historical and religious context of works of architecture, sculpture and painting, the course will attempt to discover the themes that unify the artistic traditions of Asia and those that set them apart. Topics to be covered include the development of the

Buddha image in India, Chinese landscape painting and Japanese woodblock prints. There will be field trips to look at works in major local collections. Three lectures and one discussion section per week.

First semester. Professor Morse.

60f. Arts of China. (Also Asian 43.) An introduction to the arts of China focusing on the bronze vessels of the Shang and Chou dynasties, the Chinese transformation of the Buddha image, and the evolution of the landscape and figure painting traditions. The course will include many of the more recent archaeological discoveries on the mainland and will also attempt to place the monuments studied in the cultural context in which they were produced.

First semester. Omitted 2001-02. Professor Morse.

61s. Approaches to Chinese Painting. (Also Asian 44.) A survey of the Chinese pictorial tradition from the Northern Song to the Qing dynasties focusing in particular on the development of the landscape idiom, but considering bird and flower painting and the narrative tradition as well. The course will explore the differences between Western methodological approaches to Chinese painting and the theories of painting developed by the Chinese themselves. There will be field trips to look at works in major museum collections in New England and New York.

Second semester. Omitted 2001-02. Professor Morse.

63s. Arts of Japan. (Also Asian 23s.) A survey of the arts of Japan, focusing on the development of the pictorial and sculptural tradition from the fifth century A.D. to the late nineteenth century. Topics to be investigated include Buddhist painting, sculpture and architecture, narrative handscrolls, ink painting and the arts related to the Zen sect, and the diverse traditions of the Edo period, as well as woodblock prints. There will be field trips to look at works in museums and private collections in the region.

Second semester. Omitted 2001-02. Professor Morse.

65s. Later Japanese Art. (Also Asian 45s.) A survey of Japanese art from late fifteenth century to the present. The course will focus on the development of the relationship between artists and their patrons and the rapid changes in taste during the period. Topics to be explored include the development of the tea ceremony in the sixteenth century, the classical revival of the seventeenth century, the development of urban bourgeois culture during the eighteenth century, the conflicts brought on by the opening of Japan to the West in the nineteenth century and the impact of Japanese designers on architecture and fashion in the late twentieth century. There will be field trips to look at works in museums and in private collections in the region.

Second semester. Omitted 2001-02. Professor Morse.

HISTORY OF ART: AFRICAN ART

68f. Survey of African Art. (Also Black Studies 46f.) An introduction to the ancient and traditional arts of Africa. Special attention will be given to the archaeological importance of the rock art paintings found in such disparate areas as the Sahara and South Africa, achievements in the architectural and sculptural art in clay of the early people in the area now called Zimbabwe and the aesthetic qualities of the terracotta and bronze sculptures of the Nok, Igbo-Ukwe, Ife and Benin cultures in West Africa, which date from the second century B.C.E. to the sixteenth century C.E. The study will also pursue a general socio-cultural survey of traditional arts of the major ethnic groups of Africa.

First semester. Professor Abiodun.

70. African Art and the Diaspora. (Also Black Studies 45s.) The course of study will examine those African cultures and their arts that have survived and shaped the aesthetic, philosophic and religious patterns of African descendants in Brazil, Cuba, Haiti and urban centers in North America. We shall explore the modes of transmission of African artistry to the West and examine the significance of the preservation and transformation of artistic forms from the period of slavery to our own day. Through the use of films, slides and objects, we shall explore the depth and diversity of this vital artistic heritage of Afro-Americans.

Second semester. Professor Abiodun.

SPECIAL COURSES

80. Art and Theory Now. We will explore the dialogue between art and theory from the Abstract Expressionist moment to our own time. We will investigate a series of synchronic slices: Olitski's color field paintings with Greenberg's ideology of "modernist painting," Foucault's critique of institutional power with Haacke's visual critiques, Derrida's linguistic turns with Holtzer's manipulated words-as-images, critical protestations about the "death of the author" with appropriation art, textual interrogations about the nature of sexuality and the body with contemporary visual explorations of the same questions. We will analyze certain theoretical texts in historical terms, reading Sartre before Rosenberg, Saussure before Derrida, to understand where the theoretical ideas came from and how they were transformed. We also will examine works by artists and writers who refuse to enter into contemporary critical discourses but offer other possibilities. By looking closely at the images, originals whenever possible, we will reflect upon the ways in which words can engage images, and the inevitable silences between them.

Requisite: One course in nineteenth- or twentieth-century art or consent of the instructor. Limited to 20 students. Second semester. Omitted 2001-02. Professor Staller.

82f. Bad Girls. (Also see Women and Gender Studies 8f.) To many Europeans in the nineteenth century, women were becoming threatening. With assertiveness and sometimes violence, they demanded suffrage and work outside the home (where they would compete with men for jobs); as newspapers reported, they carried deadly syphilis. This course will examine this set of converging events, contemporary evolutionary theory, debates over "la femme au foyer" and "la nouvelle femme," and arguments that linked women with putatively deviant sexuality and inferior races. We will study images of women as powerful harpies, whores, and *femmes fatales*, and images of women as powerless invalids and decadently self-destructing addicts. We will address how women claimed agency, as defiant outlaws or by the act of painting. We will analyze the ways in which such images recast as well as reinforced prevailing beliefs in France, England, and Spain, and consider how stereotypes changed over time. We will read texts by Jarry and Huysmans, and consider a range of artists from Renoir, Degas, and Beardsley to Picasso, de Kooning and the Gorilla Girls.

First semester. Omitted 2001-02. Professor Staller.

SEMINARS

91. Topics in Fine Arts. Three topics will be offered in the first semester 2001-02.

1. CONSTRUCTING SPACE IN JAPAN. An encounter with a selected group of masterpieces of traditional Japanese architecture (the grand Shinto shrines of Ise and Miyajima, the classic Buddhist temples of Horyuji and Todaji in Nara and several Zen Buddhist temples in Kyoto) will provide an occasion not only

to discover buildings of unsurpassable beauty but also to question some of our fundamental assumptions concerning architecture, including, the seemingly obvious role of floors, doors, roofs and walls, not to mention the opposition of interior and exterior. By way of direct comparison with well-known "Western" traditions, differences in the very conception, design and function of individual buildings in Japan and the space that surrounds them will offer the possibility of expanding, rethinking and reshaping our experience of space itself, including the recognition of the need actually to construct rather than merely occupy it. The distinct, and for some unfamiliar, character of "Japanese space" might also serve to reintroduce the social, political, economic, philosophic and spiritual dimensions of that invisible reality we had learned to take for granted. For others, the (re)discovery of space might offer a radical alternative to a habitual relationship with the world. One class meeting per week.

Requisite: One course in Fine Arts or consent of the instructor. Limited to 12 students. Professor Upton.

2. EDO AND TOKYO: FROM THE UKIYO TO URBAN CHIC. An exploration of the city which was founded in the late sixteenth century as a provincial military headquarters but which was transfigured rapidly into the dominant urban center of Japan, a role which it still plays today. The class will examine the ways traditional culture was transplanted and transformed in the milieu of the new city that was dominated by constant competition between the military and merchants and the creation of new artistic forms that were a response to the distinctive urban environment there. Areas of discussion will include the prints and paintings depicting the kabuki theater and the pleasure quarters, the modernization of the city as a Western-style capital during the second half of the nineteenth century, and the definition by the city of a contemporary Japanese aesthetic since the 1950s. The class will make extensive use of the William Green Collection of wood block prints at the Mead Art Museum as well as exhibitions at museums in New York and Boston.

Professor Morse.

3. THE LANGUAGE OF PICTORIAL COMPOSITION. An introduction to the basic principles of two-dimensional pictorial design. Analysis of line, shape, space and value as they relate to the pictorial plane with further investigation of fundamental color theory. Lecture, discussion and critiques of weekly projects.

Limited to 12 students. Professor Hurwitz.

92. Topics in Fine Arts. Three topics will be offered in the second semester 2001-02.

1. AMERICAN GENRE PAINTING. This seminar will probe mid-nineteenth-century art that depicted daily life in America. Why did painters turn to mundane subjects, how did contemporary viewers construct meanings from these images, and what new ideas do we bring to their interpretation today? Artists we will study include William Sidney Mount, George Caleb Bingham, Charles Deas, Francis W. Edmonds, Richard Caton Woodville, and Lilly Martin Spencer. We will consider the concurrent rise of landscape painting to focus on the ways Americans, through these seemingly ordinary subjects, visually affirmed and critiqued nationhood, individual and class mobility, western expansion, the absorption of new peoples, and the changing presence of Indians and African-Americans.

Requisite: One Fine Arts course or consent of the instructor. Limited to 12 students. Professor Clark.

2. STUDIO SEMINAR. This seminar will attempt an understanding of some of the issues surrounding art that affect our making and viewing of it. Topics will include: What do we mean by avant-garde? And what does a museum do to us? As the semester progresses, the choice of subjects for reading and discussion will be influenced by the direction of student interest. One class meeting per week.

Requisite: One course in the Department of Fine Arts or consent of the instructor. Limited to 18 students. Visiting Artist-in-Residence Cape.

3. SEMINAR IN PRINTMAKING. Students will produce a series of prints based on a common visual theme using intaglio and/or relief techniques. Seminar will include discussion and demonstration of relief and intaglio methods. No previous printmaking experience necessary. One class meeting per week.

Requisite: One course in drawing in the Department of Fine Arts or consent of the instructor. Limited to 12 students. Professor Hurwitz.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Departmental Honors. Preparation of a thesis or completion of a studio project which may be submitted to the Department for consideration for Honors. The student shall with the consent of the Department elect to carry one semester of the conference course as a double course weighted in accordance with the demands of his or her particular project.

Open to Seniors with consent of the Department. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Full or half course.
First and second semesters. The Department.

RELATED COURSES

Myth, Ritual and Iconography in West Africa. See Black Studies 42.
Second semester. Professor Abiodun.

Visual and Verbal Metaphors in Africa. See Black Studies 43.
First semester. Professor Abiodun.

Seminar in Black Studies. See Black Studies 68.
Second semester. Omitted 2001-02.

Archaeology of Greece. See Classics 34f.
First semester. Professor Sinos.

Five College Advanced Drawing Seminar. See Smith College Catalog, ARS390.
First semester. Professor Niswonger of Smith College.

FRENCH

Professors Caplan, de la Carrera‡, Hewitt*, Rockwell (Chair), and Rosbottom; Senior Lecturer Nawar; Visiting Assistant Professor Bouvier.

The objective of the French major is to learn about French culture directly through its language and principally by way of its literature. Emphasis in

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*On leave 2001-02.
‡On leave second semester 2001-02.

courses is upon examination of significant authors or problems rather than on chronological survey. We read texts closely from a modern critical perspective, but without isolating them from their cultural context. To give students a better idea of the development of French culture throughout the centuries, we encourage majors to select courses from a wide range of historical periods, from the Middle Ages to the present.

Fluent and correct use of the language is essential to successful completion of the major. Most courses are taught in French. The Department also urges majors to spend a semester or a year studying in a French-speaking country.

The major in French provides effective preparation for graduate work, but it is not conceived as strictly pre-professional training.

Major Program. The Department of French aims at flexibility and responds to the plans and interests of the major within a structure that affords diversity of experience in French literature and continuous training in the use of the language.

A major (both *rite* and with Departmental Honors) will normally consist of a minimum of eight courses. Students may choose to take (a) eight courses in French literature and civilization; or (b) six courses in French literature and civilization and two related courses with departmental approval. In either case, a minimum of four courses must be taken from the French offerings at Amherst College. All courses offered by the Department above French 3 may count for the major. Among these eight courses, one must be chosen from the Middle Ages or Renaissance, and one from the seventeenth or eighteenth centuries. (French 11 satisfies either of these distribution requirements.) Up to four courses taken in a study abroad program may count toward the eight required courses for the major. Comprehensive examinations must be completed no later than the seventh week of the second semester of the senior year.

Departmental Honors Program. Candidates for Departmental Honors must write a thesis in addition to fulfilling the course requirements for the major described above. Students who wish to write a thesis should begin to develop a topic during their junior year and must submit a detailed thesis proposal to the Department *at the beginning of the second week of fall semester classes.* Subject to departmental approval of the thesis proposal, candidates for Departmental Honors will enroll in French 77 and 78 during their senior year. (French 77 and 78 will not be counted towards the eight-course requirement for the major.) Oral examinations on the thesis will be scheduled in late spring.

Foreign Study. A program of study approved by the Department for a junior year in France has the support of the Department as a significant means of enlarging the major's comprehension of French civilization and as the most effective method of developing mastery of the language.

Exchange Fellowships. Graduating Seniors are eligible for two Exchange Fellowships for study in France: one fellowship as Teaching Assistant in American Civilization and Language at the University of Dijon; the other as Exchange Fellow, Ecole Normale Supérieure in Paris.

FRENCH LANGUAGE AND COMPOSITION

1. Elementary French. This course features intensive work on French grammar, with emphasis on the acquisition of basic active skills (speaking, reading, writing and vocabulary building). We will be using the multimedia program *French in Action* which employs only authentic French, allowing students to use the language colloquially and creatively in a short amount of time. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 3.

For students without previous training in French. First semester. Senior Lecturer Nawar and Assistants.

1s. **Elementary French.** Same description as French 1.

Second semester. Senior Lecturer Nawar and Assistants.

3. **Intermediate French.** Intensive review and coverage of all basic French grammar points with emphasis on the understanding of structural and functional aspects of the language and acquisition of the basic active skills (speaking, reading, writing and systematic vocabulary building). We will be using *French in Action*, the multimedia program, as well as a French literary text of Jean-Paul Sartre, *Les Jeux sont faits*. Three hours a week for explanation and demonstration, plus small sections with French assistants. This course prepares students for French 5.

Requisite: French 1 or two years of secondary school French. First semester. Senior Lecturer Nawar and Assistants.

3s. **Intermediate French.** Same description as French 3.

Requisite: French 1 or two years of secondary school French. Second semester. Senior Lecturer Nawar and Assistants.

5. **Language and Literature.** An introduction to the critical reading of French literary and non-literary texts; a review of French grammar; training in composition, conversation and listening comprehension. Texts will be drawn from significant short stories, poetry and films. The survey of different literary genres serves also to contrast several views of French culture. Supplementary work with audio and video materials. Successful completion of French 5 prepares students for French 7, 8, 11 or 12. Conducted in French. Three hours a week.

Requisite: French 3 or three to four years of secondary school French. First semester. Professor Bouvier.

5s. **Language and Literature.** Same description as French 5.

Requisite: French 3 or three to four years of secondary school French. Second semester. Professor Bouvier.

7. **Contemporary French Literature and Culture.** Through class discussion, debates, and frequent short papers, students develop effective skills in self-expression, analysis, and interpretation. Literary texts, articles on current events, and films are studied within the context of the changing structures of French society and France's complex relationship to its recent past. Assignments include both creative and analytic approaches to writing. Some grammar review as necessary, as well as work on understanding spoken French using videotapes. Highly recommended for students planning to study abroad.

Requisite: French 5, or completion of AP French, or four years of secondary school French in a strong program. First semester. Professor Rockwell.

7s. **Contemporary French Literature and Culture.** Same description as French 7.

Requisite: French 5, or completion of AP French, or four years of secondary school French in a strong program. Second semester. Professor Rockwell.

8f. **French Conversation.** To gain as much confidence as possible in idiomatic French, we discuss French social institutions and culture, trying to appreciate differences between French and American viewpoints. Our conversational exchanges will touch upon such topics as French education, art and architecture, the status of women, the spectrum of political parties, minority groups, religion, and the position of France and French-speaking countries in the world. Supplementary work with audio and video materials.

Requisite: French 5, or completion of AP French, or four years of secondary school French in a strong program. Limited to 16 students per section. First semester. Professors Caplan and de la Carrera.

8. French Conversation. Same description as French 8f.

Requisite: French 5, or completion of AP French, or four years of secondary school French in a strong program. Limited to 16 students. Waiting list names accepted in the Department Office. Second semester. Professor Caplan.

FRENCH LITERATURE AND CIVILIZATION

12f. Cultural History of France: From 1789 to the Present. A survey of French culture from the Revolution of 1789 to the present. The course will focus on the social and literary changes that occurred in the wake of a series of revolutions (1789, 1830, 1848, 1871), and the development of the modern political State. Slides, movies, and texts will help us understand the aesthetic movements that shaped the period: Romanticism, Symbolism, Decadence, Surrealism, contemporary thought. Special attention will be given to developments in the arts and architecture, from David to the Centre Pompidou and the Orsay Museum. Conducted in French.

Requisite: French 5 or equivalent. First semester. Omitted 2001-02.

NOTE: Courses above French 12 are ordered by chronology and topics rather than by level of difficulty.

20. Literary Masks of the Late French Middle Ages. The rise in the rate of literacy which characterized the early French Middle Ages coincided with radical reappraisals of the nature and function of reading and poetic production. This course will investigate the ramifications of these reappraisals for the literature of the late French Middle Ages. Readings may include such major works as *Guillaume de Dole* by Jean Renart, the anonymous *Roman de Renart*, the *Roman de la Rose* by Guillaume de Lorris, selections from the continuation of the *Roman de la Rose* by Jean de Meun, anonymous *Fabliaux*, and poetic works by Christine de Pisan, Guillaume de Machaut, Jean Froissart, and Charles d'Orléans. Particular attention will be paid to the philosophical presuppositions surrounding the production of erotic allegorical discourse. We shall also address such topics as the relationships between lyric and narrative and among disguise, death and aging in the context of medieval discourses on love. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Rockwell.

21. Medieval French Literature: Tales of Love and Adventure. The eleventh and twelfth centuries witnessed social, political, and poetic innovations that rival in impact the information revolution of recent decades. Essential to these innovations was the transformation from an oral to a book-oriented culture. This course will investigate the problems of that transition, as reflected in such major works of the early French Middle Ages as: *The Song of Roland*, the Tristan legend, the *Roman d'Eneas*, the Arthurian romances of Chrétien de Troyes, anonymous texts concerning the Holy Grail and the death of King Arthur. We shall also address questions relevant to this transition, such as the emergence of allegory, the rise of literacy, and the relationship among love, sex, and hierarchy. All texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 2001-02. Professor Rockwell.

22f. Humanism and the Renaissance. Humanists came to distrust medieval institutions and models. Through an analysis of the most influential works of the French Renaissance, we shall study the variety of literary innovations which grew out of that distrust with an eye to their social and philosophical underpinnings. We shall address topics relevant to these innovations such as Neoplatonism, the grotesque, notions of the body, love, beauty, order and disorder. Readings will be drawn from the works of such major writers as: Erasmus, Rabelais, Marguerite de Navarre, Montaigne, Ronsard, Du Bellay, Maurice Scève and Louise Labé. The most difficult texts will be read in modern French. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 2001-02. Professor Rockwell.

23s. The Doing and Undoing of Genres in the Seventeenth and Eighteenth Centuries. This course will explore the formation and transformation of various genres in seventeenth- and eighteenth-century literature, with a particular focus announced each time the course is offered. The topic for spring 2002 is: Short stories of the seventeenth and eighteenth centuries. Readings will include texts by La Fontaine *(Contes et nouvelles)*, Perrault *(Contes de ma mère l'Oye)*, Voltaire *(Contes philosophiques)*, Diderot, and Sade. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Caplan.

24f. La Scène du Roi: Theater in the Age of Louis XIV. The absolute monarchy of Louis XIV, the Sun King, displayed and imposed itself in various theatrical ways: from the plays of Molière and Racine, to opera, ballet, and fireworks, as well as in portraits of the King (paintings, engravings, currency), not to mention the elaborate theatricality of daily life at Versailles. This course will stress Classical tragedy and comedy in France, with special emphasis on the social and political context in which these genres were produced. Additional materials will be drawn from other writers of the period (such as Pascal, La Fontaine, La Bruyère, and Saint-Simon), from the sociology of court society (Norbert Elias), and from related critical essays. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 2001-02. Professor Caplan.

25s. The Republic of Letters. An exploration of Enlightenment thought within the context of the collaborative institutions and activities that fostered its development, including literary and artistic *salons*, *cafés*, and the *Encyclopédie*. We will read texts by Voltaire, Rousseau, Diderot, and others, drawn from the domains of literature, memoirs, and correspondence. To get a better idea of what it might have been like to live in the eighteenth century and be a participant in the "Republic of Letters," we will also read a variety of essays in French cultural history. Supplementary work with films and slides. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 2001-02. Professor de la Carrera.

26. Worldliness and Otherworldliness. Many eighteenth-century writers imagined and invented other, better societies. To attenuate their criticisms of the social, political, and religious structures of the *ancien régime*, they also had recourse to the viewpoint of fictional "outsiders" who arrive in France as if for the first time and describe what they see in minute and telling detail. We will analyze the role that these "other" worlds and the "otherworldly" point of view played in the development of eighteenth-century thought and literature, as well as some of the repercussions that these questions have had in twentieth-century thought. Readings will include Montesquieu's *Lettres persanes*, Rousseau's *Discours sur l'origine de l'inégalité*, Diderot's *Supplément au Voyage de Bougainville*, and Madame de Graffigny's *Lettres d'une Péruvienne*, as well as Freud's *Civilization and Its Discontents* and a selection of essays by Claude Lévi-Strauss. Conducted in French.

Requisite: one of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 2001-02. Professor de la Carrera.

27s. The Nineteenth-Century French Novel. This course will trace the evolution of the novel with respect to the broad contexts of nineteenth-century French history and culture. We will focus in particular on the rise of French realism and its relation to the development of modernity in France, examining the treatment of such themes as urban space (the street, the arcade, the barricade), revolution, exoticism and the formation of individual identity—along with its distinctively modern pathologies (alienation, boredom, addiction). Readings will be drawn from such authors as Balzac, Stendhal, Hugo, Sand, Gautier, Flaubert, Zola, Vallès and others. To help illuminate the problem of literary realism, we will take up the question of realist representation in the visual arts as well, examining relevant works by such artists and photographers as Courbet, Millet, Daumier, Manet, Degas, Nadar and Atget. For this purpose we will be making use of the extensive on-line collections of nineteenth-century visual and literary materials at the Bibliothèque Nationale and elsewhere, and we will also view a film adaptation of one of the works we'll be reading. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Professor Bouvier.

28f. Modern Poetry and Artistic Representation: From Baudelaire to Deguy. A study of major movements in poetry from the second half of the nineteenth century through the twentieth century, in conjunction with other artistic movements in France. Using a variety of literary and visual materials (including photography and film), this course will focus on the nature, timing and implications of their interactions. The notions of aesthetic perception, experience and pleasure will be investigated in this context. Major movements examined include Romanticism, Symbolism, Decadence, Surrealism, Exile and Resistance during World War II, Contemporary Caribbean Poetry, and the interplay of recent poetic and artistic practice with critical discourse. Theoretical works and manifestos will be studied in relation with both poetry and plastic arts. Conducted in French.

Requisite: one of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor Bouvier.

29. The French Enlightenment. An analysis of the major philosophical, literary, and artistic movements in France between the years 1715 and 1789 within the context of their uneasy relationship to the social, political, and religious institutions of the *ancien régime*. Readings will include texts by Voltaire, Rousseau, Diderot, Condillac, and others. To gain a better sense of what it might have been like to live in eighteenth-century France, we will also read essays in French cultural history. Supplementary work with film and slides. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Professor de la Carrera.

30. Contemporary French Literature: Crises and Transformation. The course focuses on the long series of novelistic experiments, both narratological and ideological, which begin around the time of the First World War and continue feverishly through the existential novel and the *New Novel* of the seventies and eighties. Our readings will include critical theory as well as works of such major authors as Marcel Proust, André Malraux, Jean-Paul Sartre, Claude Simon, Michel Butor, Nathalie Sarraute, Marguerite Duras, Monique Wittig and Patrick Modiano. Conducted in French. (Students who have taken French 30 already should enroll in this course under Special Topics—French 97.)

Requisite: One of the following—French 7, 8, 11, 12 or the equivalent. Second semester. Omitted 2001-02. Professor Hewitt.

SPECIAL COURSES

31. Masterpieces of French Literature in Translation. In this course we will read a variety of French literary works from the eighteenth century to the present. Readings may include Voltaire's *Candide*, Laclos' *Dangerous Liaisons*, Charrière's *The Letters of Mistress Henley*, Stendhal's *The Red and the Black*, Balzac's *Cousin Bette*, Baudelaire's *Flowers of Evil*, Flaubert's *Madame Bovary*, Zola's *Nana*, or *The Ladies' Paradise*, Proust's *Swann in Love*, Camus' *The Plague* or *The First Man*, Duras' *The Lover*. We will study these works first as masterful stories, but we also will consider questions of cultural and personal influence, including sexuality and class. We will also learn why most of these works were judged politically or morally scandalous when they came out. For instance, special attention will be paid to the trials and censorship of Baudelaire and Flaubert. Finally, we will study some films inspired by these texts, and learn how different media can treat the same subject. Conducted in English. (French majors will be encouraged to write their papers in French, and to read a portion of these works in French).

First semester. Professor Rosbottom.

32. European Film. A study of issues concerning European film, with particular focus announced each time the course is offered. The topic for spring 2001 is: Masterpieces of French Film. We shall view some of the greatest films that have been made in France, including (among others) works by Jean Renoir (*Boudu Saved From the Waters, Grand Illusion, Rules of the Game*), Robert Bresson, Alain Resnais (*Last Year at Marienbad, Hiroshima My Love*), Francois Truffaut (*The Four Hundred Blows, Shoot the Piano-Player*), and Jean-Luc Godard (*Breathless, My Life to Live, Contempt*). No previous training in cinematic analysis is required. Conducted in English.

Second semester. Omitted 2001-02. Professor Caplan.

34. French Literature and Civilization from Montaigne to Rousseau. The course will examine some of the greatest writers, artists and thinkers in early modern France. We shall examine representative works by Montaigne, Descartes, Pascal, Molière, Mme. de Lafayette, La Fontaine, Prévost, Rameau, and Rousseau, as well as relevant historical developments (the Wars of Religion, the rise of absolutism, early feminism, court life and gardens at Versailles, the cult of sensibility, etc.). Readings and discussion in English.

Second semester. Omitted 2001-02. Professor Caplan.

35. Lovers and Libertines. Passion and the art of seduction, from Mme. de Lafayette's *La Princesse de Clèves* to Stendhal's *Le Rouge et le noir*. We will focus on the oppositions between romantic love and social norms, passion and seduction. Both original masterpieces and their filmic adaptions will be considered. Sample reading list: Mme. de Lafayette, *La Princesse de Clèves*; Prévost, *Manon Lescaut*; Casanova, *Histoire de ma vie*; Laclos, *Les Liaisons dangereuses*; Mozart/da Ponte, *Don Giovanni*; Stendhal, *Le Rouge et le noir*. Conducted in French.

First semester. Professor Caplan.

36f. Literature in French Outside Europe: Introduction to Francophone Studies. This course will explore cross-cultural intersections and issues of identity and alienation in the works of leading writers in the French-speaking Caribbean. Our discussions will focus on the sociopolitical positions and narrative strategies entertained in key French Caribbean texts of postcolonial literature (both fiction and critical essays). Issues involving nationalism, race, gender, assimilation and the use of Creole will help to shape our discussion of how postcolonial subjects share in or distinguish themselves from certain tenets of Western thought. At issue, then, is the way French Caribbean literature and culture trace their own distinctiveness and value. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 2001-02. Professor Hewitt.

37s. Nineteenth and Twentieth-Century French Literature: Madness, Alienation and Modernity. An analysis of French literary texts of the nineteenth and twentieth century, focusing on expressions of madness and other forms of alienation. We will discuss these themes in relation to the sense of loss of identity inherent to modernity and we will attempt to define ways in which this fascination for otherness is crucial to modern creativity. Readings will include Nerval, Proust, Breton, Camus, Duras, and others. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. Second semester. Omitted 2001-02.

38f. French Cultural Studies. The topic for fall 2001 is: To Be or Not To Be (French)? Cultural Constructs and the Crisis of National Identity in Contemporary France. The course will examine how and why haute cuisine and the cultural hegemony of Paris have become two major symbols of French identity, and how challenged these symbols are by the global economy and the European Community rule. Readings will include sociological, historical, and cultural primary and secondary sources, and literary excerpts. (Students who have previously taken French 38 should enroll in this course under Special Topics—French 97). Conducted in French.

First semester. Professor Gantrel-Ford of Smith College.

39. Modern French Autobiography. This course studies the torturous relationships between fact and fiction as famous French writers focus on their own lives. We will study how identities are constructed through gender, class and race, and will discuss identity formation (and its breakdown) through certain literary and philosophical theories (existentialism, New Novel theory, modernism, marxism, postmodernism, postcolonialism ...). After briefly considering passages from Rousseau's model autobiography, *Les Confessions*, we turn our attention to twentieth-century authors such as Marguerite Duras, Nathalie Sarraute, Alain Robbe-Grillet, Michel Leiris, Jean-Paul Sartre, Maryse Condé, Roland Barthes, and Louis Althusser. Assignments will include one creative essay in which students write on a personal experience using narrative strategies discussed in class. Supplementary work with audio and video materials. Conducted in French.

Requisite: One of the following—French 7, 8, 11, 12 or equivalent. First semester. Omitted 2001-02. Professor Hewitt.

41. Advanced Seminar. An in-depth study of a major author or literary problem from specific critical perspectives (i.e., Derrida, de Man and Rousseau, Sartre and Flaubert; Bakhtin and Rabelais; Goldman, Barthes and Racine). Conducted in French.

Requisite: One of the following—French 7, 11, 12 or equivalent. First semester. Omitted 2001-02. Professor de la Carrera.

43. Introduction to Comparative Studies. A comparative approach to the study of literary texts, with a particular focus announced each time the course is offered. The topic for fall 2000 is: Dialogues Across Space and Time: The Eighteenth Century Reimagined by the Twentieth. The ideas of the French Enlightenment and the events of the French Revolution have been a source of fascination for twentieth-century writers and filmmakers from countries as diverse as Cuba, Czechoslovakia, the United States, and Italy. What issues have provoked this dialogue across space and time? How do twentieth-century writers and filmmakers reinterpret those issues to fit a modern context? What are the ideological and literary concerns that resonate across the centuries? We will try to answer these and other questions by reading a group of twentieth-century works with and against a group of seminal eighteenth-century texts. Readings and films from the twentieth century will include Alejo Carpentier's *Explosion in the Cathedral*, Cathleen Schine's *Rameau's Niece*, Italo Calvino's *The Baron in the Trees*, and Patrice Leconte's *Ridicule*. Readings from the eighteenth century will include Rousseau's *Discourse on the Origin of Inequality* and excerpts from *Emile*, as well as Diderot's *Rameau's Nephew*. Conducted in English.

First semester. Omitted 2001-02. Professor de la Carrera.

77, 78. Senior Departmental Honors. A single and a double course.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Courses. Full or half courses.

Approval of the Department Chair is required. First and second semesters.

GEOLOGY

Professors Belt, Cheney (Chair), Crowley†, and Harms; Assistant Professor Martini‡; Dr. Coombs.

Major Program. The Geology major starts with an introduction to the fundamental principles and processes that govern the character of the earth from its surface environment to its core—examining the lithosphere and its interactions with the atmosphere, hydrosphere, and biosphere. Geology 11 and Geology 12 survey these principles and are required of all Geology majors. Geology encompasses many subdisciplines that approach study of the earth in a variety of ways, but all share a core of knowledge about the composition and constitution of earth materials. Accordingly, all Geology majors must also take Geology 29 (Structural Geology), Geology 30f (Mineralogy), and Geology 34 (Sedimentology). Finally, in consultation with their departmental advisor, Geology majors must take four additional courses from the Department's offerings, constructing an integrated program that may be tailored to the major's fields of interest or future plans. Senior Departmental Honors, generally consisting of Geology 77 and D78, will count as one such course for the major. Either Astronomy 23, Biology 23, Chemistry 12, Mathematics 12, or Physics 16, or a higher numbered course in those departments, can also be applied to the requirements of the Geology major. Departures from this major format will be considered by the department in coordination with the student's academic goals. In the fall semester of the senior year, each major shall take a comprehensive examination, both written and oral.

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†On leave first semester 2001-02.
‡On leave second semester 2001-02.

Departmental Honors Program. For a degree with Honors, a student must have demonstrated ability to pursue independent work fruitfully and exhibit a strong motivation to engage in research. A thesis subject commonly is chosen at the close of the junior year but must be chosen no later than the first two weeks of the senior year. Geology 77, D78 involves independent research in the field or the laboratory that must be reported in a dissertation of high quality, due in April of the senior year.

All courses are open to any student having requisite experience or consent of the instructor.

6f. Perspectives on the Environment. This course investigates the character of landscape, its geological basis, and how careful scientific analysis is important for understanding its most environmentally compatible use. Emphasis will be on case histories of actual areas subject to floods and beach erosion, earthquakes and landslides, areas subject to hazards from volcanic eruptions, and from water and air pollution. Field trips include projects on water management, on the appropriate substrate for development, on building in flood plains and on development in a coastal area. Three hours of lecture and discussion. One all-day field trip and several local trips during class time.

First semester. Professor Belt.

6. Perspectives on the Environment. Same description as Geology 6f.

Second semester. Professor Belt.

11. Principles of Geology. As the science that considers the origin and evolution of the earth, Geology provides students with an understanding of what is known about the earth and how we know it, how the earth "works" and why we think it behaves as it does. In particular this course focuses upon the earth as an evolving and dynamic system where change is driven by energy generated within the earth. Concepts to be covered are: the structure of the earth's interior, isostasy, deep time, the origin and nature of the magnetic field, plate tectonics, the origin and evolution of mountain belts, and ocean basins and the growth of the continents over time. In this context, Geology 11 considers a diverse range of topics such as the Appalachian mountain belt, the Hawaiian Islands, Yellowstone Park, the consequences of seismicity, faulting, meteorite impact, and volcanism on the earth's inhabitants, and the sources and limitations of mineral and energy resources. This is a science course designed for all students of the College. Three hours of class and two hours of lab in which the student gains direct experience in the science through field trips, demonstrations, and projects.

First semester. Professor Cheney.

11s. Principles of Geology. Same description as Geology 11.

Second semester. Professor Harms.

12f. Principles of Environmental Science. Because humans have become an important agent of environmental change, human relationships to earth systems need to be examined more closely. In order to understand how humans have perturbed the environment, we must first understand the natural processes that operate within the environment. This course will examine evolution and extinction, weathering, erosion, mass wasting, sedimentation, climate change, flooding, and pollution—the physical processes that operate at the interface between the lithosphere, hydrosphere, and the atmosphere. These processes affect rivers, lakes, the coast, the deep sea, glaciers, and deserts. The record of past environments and their change will be examined. Three hours of class and two hours of lab in which the student gains direct experience in the science through field trips, demonstrations, and projects.

First semester. Professor Martini.

12. Principles of Environmental Science. Same description as Geology 12f.

Second semester. Omitted 2001-02.

24. Vertebrate Paleontology. The evolution of vertebrates as shown by study of fossils and the relationship of environment to evolution. Lectures and projects utilize vertebrate fossils in the Pratt Museum. Three hours of class and one discussion/laboratory session per week. Offered in alternate years.

Requisite: One course in biology or geology or consent of the instructor. Second semester. Omitted 2001-02. Professor Coombs.

27. Invertebrate Paleontology. An introduction to the conceptual framework of paleontology. Lectures will consider, among other topics: classification of organisms, mode and tempo of evolution, geographic and temporal distribution of species, and ontogenetic variation. Labs will examine major fossilizable invertebrate groups, emphasizing interrelationship of form and function, and evolutionary significance of similarity. Three hours of lectures and two hours of laboratory. Field trips.

Requisite: Geology 12 or consent of the instructor. First semester. Professor Belt.

28. Hydrogeology. As the global human population expands, the search for and preservation of our most important resource, water, will demand societal vigilance and greater scientific understanding. This course is an introduction to surface and groundwater hydrology and geochemistry in natural systems, providing fundamental concepts aimed at the understanding and management of the hydrosphere. The course is divided into two roughly equal parts: surface and groundwater hydrology, and aqueous geochemistry. In the first section, we will cover the principal concepts of physical hydrogeology including watershed analysis and groundwater management. In the second half, we will integrate the geochemistry of these systems addressing both natural variations and the human impact on our environment. Three hours of lecture and three hours of lab or field trip each week.

Requisite Geology 12. Second semester. Omitted 2001-02. Professor Martini.

29. Structural Geology. A study of the geometry and origin of sedimentary, metamorphic and igneous rock structures that are the products of earth deformation. Emphasis will be placed on recognition and interpretation of structures through development of field and laboratory methodology. Three hours of lecture and five hours of laboratory each week.

Requisite: Geology 11. First semester. Professor Harms.

30f. Mineralogy. The crystallography and crystal chemistry of naturally occurring inorganic compounds (minerals). The identification, origin, distribution and use of minerals. Laboratory work includes the principles and methods of optical mineralogy, X-ray diffraction, back-scattered electron microscopy, and electron beam microanalysis. Four hours of lecture and two hours of directed laboratory.

Requisite: Geology 11, Chemistry 11 or Chemistry 15 or their equivalent recommended. First semester. Professor Cheney.

32. Igneous and Metamorphic Petrology. A study of igneous and metamorphic processes and environments. Application of chemical principles and experimental data to igneous and metamorphic rocks is stressed. Identification, analysis, and mapping of rocks in laboratory and field. Four hours of class and three hours of laboratory per week.

Requisite: Geology 30f. Second semester. Professor Cheney.

34. Sedimentology. A study of modern sediments and sedimentary environments as used for interpreting depositional environments of sedimentary rocks. Emphasis is placed on basic research reports on transportation and dispersal, deposition and primary structures, post-depositional processes and diagenesis. Tectonic framework of sedimentary basins and sedimentary models. Laboratory concentrates on thin sections of sedimentary rocks and field application of principles. Three hours of class and three hours of laboratory each week.

Requisite: Geology 12 or consent of the instructor. Geology 30f recommended. Second semester. Professor Belt.

39. The Global Environment: A Biogeologic Approach. In this course, several contemporary global environmental topics will be explored from an interdisciplinary scientific perspective. These issues commonly cross the boundaries between the traditional disciplines of geology, biology and chemistry and require a societal context. For example, issues that may be a top priority for the United States, such as chemical contamination of drinking water, are dwarfed in developing countries by concerns of bacterial contamination. This course develops a scientific background for educated debate on a wide range of environmental issues, including global warming, groundwater pollution and deforestation. Three hours of lecture per week and field trips required.

Requisite: One of Geology 11, 12, Chemistry 11, Biology 18 or consent of the instructor. First semester. Omitted 2001-02. Professor Martini.

40f. Plate Tectonics and Continental Dynamics. Same description as Geology 40.

First semester. Professor Harms.

40. Plate Tectonics and Continental Dynamics. An analysis of the dynamic processes that drive the physical evolution of the earth's crust and mantle. Plate tectonics, the changing configuration of the continents and oceans, and the origin and evolution of mountain belts will be studied using evidence from diverse branches of geology. Present dynamics are examined as a means to interpret the record of the past, and the rock record is examined as a key to understanding the potential range of present and future earth dynamics. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 and 12, and one additional upper level Geology course. Second semester. Omitted 2001-02. Professor Harms.

41s. Environmental and Solid Earth Geophysics. Only the surface of the earth is accessible for direct study but, as a two-dimensional surface, it represents a very incomplete picture of the geologic character of the earth. The most fundamental realms of the earth—the core and mantle—cannot themselves be observed. Even the uppermost part of the crust, where the lithosphere and hydrosphere interact to determine the quality of the environment in which we live, is hidden. Indirect signals, observed at the surface, can give us a more comprehensive understanding of earth structure—from environmental problems that lie just below the surface to the dynamics of the core/mantle boundary. We can "see" these subsurface realms using seismology, gravity, magnetism and heat flow observations. This course will bring findings from geophysics to bear on developing a picture of the earth in three dimensions. Three hours of class and three hours of laboratory each week.

Requisite: Geology 11 or 12. Second semester. Professor Crowley.

43. Geochemistry. This course examines the principles of thermodynamics, via the methodology of J. Willard Gibbs, with an emphasis upon multicomponent heterogeneous systems. These principles are used to study equilibria germane to the genesis and evolution of igneous and metamorphic rocks. Specific applications include: the properties of ideal and real crystalline solutions, geothermometry, geobarometry, and the Gibbs method—the analytic formulation of phase equilibria. This course also introduces the student to the algebraic and geometric representations of chemical compositions of both homogeneous and heterogeneous systems. Four class hours each week.

Requisite: Geology 30, or Chemistry 12, or Physics 16 or 32. First semester. Omitted 2001-02. Professor Cheney.

77, D77, 78, D78. Senior Departmental Honors. Independent research on a geologic problem within any area of staff competence. A dissertation of high quality will be required.

Open to Seniors who meet the requirements of the Departmental Honors program. First and second semesters. The Staff.

97, H97, 98, H98. Special Topics. Independent reading or research. A written report will be required. Full or half courses.

Approval of the Departmental Chair is required. First and second semesters. The Staff.

GERMAN

Professor Brandes‡ and Rogowski (Chair), Assistant Professor Gilpin, Senior Lecturer Schütz*, Visiting Lecturer Müller.

Major Program. Majoring in German can lead to a variety of careers in education, government, business, international affairs, and the arts. There are two possible concentrations within the German major:

German Literature. The objective of the major with concentration in German Literature is to develop language skills and to provide acquaintance with the literary and cultural traditions of the German-speaking countries: The Federal Republic of Germany, Austria, and Switzerland. The Department offers effective preparation for graduate study in German language and literature, but its primary aim is more broadly humanistic and cross-cultural.

The German Literature concentration requires German 10 (or its equivalent), German 15 and 16 (German Cultural History), and a minimum of five further German courses, of which three must be courses in German literature and culture, conducted in German. The Department may approve up to three courses taken at a German-speaking university as counting toward fulfillment of the major requirements. Majors are advised to broaden their knowledge of other European languages and cultures.

German Studies. German Studies is an interdisciplinary concentration within the German major. Its objective is to develop language skills and a broad understanding of historical, political, and social aspects of culture in the German-speaking countries. It requires German 10 (or the equivalent), 15 and 16 (German Cultural History), and a minimum of five further German courses, conducted either in German or in English. Majors concentrating in German Studies should

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*On leave 2001-02.
‡On leave second semester 2001-02.

supplement their German program with courses in European history, politics, economics, and the arts.

Students who major in German Literature or German Studies should enroll in at least one German course per semester. For both concentrations, the Department faculty will help majors develop individual reading lists as they prepare for a Comprehensive Examination administered during each student's final semester.

The German Department supports a variety of activities that help to increase familiarity with German culture, such as film series, guest speakers, the German residential section in Porter House, and a weekly German-language lunch table. The Department awards prizes annually for superior achievement in German courses and for individual initiative benefiting German studies at Amherst.

Study Abroad. German majors are encouraged to spend a summer, semester, or year of study abroad as a vital part of their undergraduate experience. The Department maintains a regular student exchange program with Göttingen University in Germany. Each year we send two students to that university in exchange for two German students who serve as Language Assistants at Amherst College. Faculty can also advise on a variety of other options for study in a German-speaking country.

Departmental Honors Program. In addition to the courses required for a *rite* degree in the major, candidates for Honors must complete German 77 and 78 and present a thesis on a topic chosen in consultation with an advisor in the Department. The aim of Honors work in German is (1) to consolidate general knowledge of the history and development of German language, culture, and history; (2) to explore a chosen subject through a more intensive program of readings and research than is possible in course work; (3) to present material along historical or analytical lines, in the form of a scholarly thesis.

Honors students who major with a concentration in German Studies will be encouraged to arrange for the writing of their theses under the supervision of a committee comprised of faculty members from various departments, to be chaired by the German Department advisor.

The quality of the Honors thesis, the result of the Comprehensive Examination, together with the overall college grade average, will determine the level of Honors recommended by the Department.

GERMAN LANGUAGE

1. Elementary German I. Our multi-media course *Deutsch* is based on videos depicting realistic stories of the lives of present day Germans as well as authentic documents and interviews with native speakers from all walks of life. The video program, as well as related Internet web-pages, will serve as a first-hand introduction to the German-speaking countries and will encourage students to use everyday language in a creative way. Text and audio-visual materials emphasize the mastery of speaking, writing, and reading skills that are the foundation for further study. Three hours a week for explanation and demonstration, one hour a week in small sections plus weekly viewing assignments in the laboratory.

First semester. Lecturer Müller.

2. Elementary German II. A continuation of German 1, with increased emphasis on reading of selected texts. Three class meetings per week plus one additional conversation hour in small sections, with individual work in the language laboratory.

Requisite: German 1 or equivalent. Second semester. Lecturer Müller.

4. Quick Access: German for Reading. This one-semester course is intended for anyone who wants to read German scholarly and literary texts in the original language. It prepares students for research and thesis work with original source materials, as well as for graduate reading proficiency exams. Focus on the acquisition of reading and comprehension skills. Close reading and translation practice of fiction and expository prose in the humanities, social and natural sciences. Intensive study of basic grammar (morphology and syntax). Individualized choice of texts from a wide range of fields, determined by the needs of the participants. Conducted in English.

Second semester. Omitted 2001-02.

5. Intermediate German. Systematic review of grammar, aural and speaking practice, discussion of video and television programs, and reading of selected texts in contemporary German. Stress will be on the acquisition and polishing of verbal, reading, writing, and comprehension skills in German. Three hours per week for explanation and structured discussion, plus one hour per week in small sections for additional practice with German Language Assistants.

Requisite: German 2 or two years of secondary-school German or equivalent. First semester. Professor Gilpin.

10. Advanced Composition and Conversation. Practice in free composition and analytical writing in German. Exercises in pronunciation and idiomatic conversation. Supplementary work with audio and video materials. Oral reports on selected topics and reading of literary and topical texts. Conducted in German. Three hours per week, plus one additional hour in small sections and in the language laboratory.

Requisite: German 5 or equivalent, based on departmental placement decision. Second semester. Professor Gilpin.

12f. Advanced Reading, Conversation, and Style. Reading, discussion, and close analysis of a wide range of cultural materials, including selections from *Die Zeit* and *Der Spiegel*, essays, and short works by modern authors and song writers (Böll, Brecht, Biermann, Udo Lindenberg, Bettina Wegner, etc.). Materials will be analyzed both for their linguistic features and as cultural documents. Textual analysis includes study of vocabulary, style, syntax, and selected points of grammar. Round-table discussions, oral reports and structured composition exercises. Students will also view unedited television programs, work with the Internet, and listen to recordings of political and scholarly speeches, cabaret, protest songs and to authors reading from their own works. Conducted in German. Three class hours per week, plus an additional hour in small sections and in the language laboratory.

Requisite: German 10 or equivalent. First semester. Professor Brandes.

LITERATURE AND CULTURE

15. German Cultural History to 1800. An examination of cultural developments in the German tradition, from the Early Middle Ages to the rise of Prussia and the Napoleonic Period. We shall explore the interaction between socio-political factors in German-speaking Europe and works of "high art" produced in the successive eras, as well as Germany's centuries-long search for a cultural identity. Literature to be considered will include selections from Tacitus' *Germania*, the *Hildebrandslied*, a courtly epic and some medieval lyric poetry; the sixteenth-century *Faust* chapbook and other writings of the Reformation Period; Baroque prose, poetry, and music; works by Lessing and other figures of the German Enlightenment; *Sturm und Drang*, including early works by Goethe, Schiller, and their younger contemporaries. Slides, book illustrations, recordings, and videos will provide examples of artistic, architectural, and musical works representative of each of the main periods. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Rogowski.

16. German Cultural History from 1800 to the Present. A survey of literary and cultural developments in the German tradition from the Romantic Period to contemporary trends. Major themes will include the Romantic imagination and the rise of nationalism in the nineteenth century, the literary rebellion of the period prior to 1848, Poetic Realism and the Industrial Revolution, and various forms of aestheticism, activism, and myth. In the twentieth century we shall consider the culture of Vienna, the "Golden Twenties," the suppression of freedom in the Nazi state, issues of exile and inner emigration, and the diverse models of cultural reconstruction after 1945. Authors represented will include Friedrich Schlegel, Brentano, Heine, Büchner, Hegel, Marx, Nietzsche, Heinrich and Thomas Mann, Kafka, Brecht, Grass, Wolf, and Handke. Music by Schubert, Wagner, Mahler, and Henze; samples of art and architecture. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Rogowski.

27. The Age of Goethe. The wealth of classical German literature and music, from the 1780s to the 1830s, has influenced German and Western culture until today. While considering music and art, this course will focus primarily on the greatest writers of the period: Goethe, Schiller, and Hölderlin. Placing their literature in the philosophical and political contexts of Idealism and of German enlightened absolutism, we will distinguish this "high art" from contemporary early romantic concepts as well as from German Jacobine activism, which was strongly influenced by the French Revolution. We will also examine the legacy of this rich cultural era in its impact on Western romantic, transcendentalist, and symbolist movements—and its influence on the rise of the myth of the Germans as a "nation of poets and thinkers." Readings will include Goethe's *Faust I, Egmont, Iphigenie,* and *Römische Elegien;* Schiller's *Die Räuber* and *Maria Stuart;* Hölderlin's *Hyperion* and selected poems; essays and manifestos by Kant, Fichte, and Forster. Listening assignments in Mozart's *Die Zauberflöte* and selected *Lieder* of the period. Conducted in German.

Requisite: German 10 or equivalent. First semester. Omitted 2001-02.

28. In Search of the Nation: German Culture in the Nineteenth Century. Nietzsche claimed that the question "What is German?" never dies. In the name of honor, freedom, and fatherland, the national culture in pre-1848 Germany developed from a cosmopolitan liberalism to extreme longings for national unity and, after unification in 1871, to chauvinism and dreams of imperial power. We will study this surge of nationalism as a central European problem in the German-speaking countries, resulting in cultural crisis and contradictions, aesthetic revolutions and social utopias, as well as daring innovations which laid the foundations of modernity. Studies in literature, the arts, and philosophy from Post-Romanticism to the Kaiserreich era. Emphasis on the influence of Hegel, Marx, and Nietzsche. Readings in Heine, Büchner, Grillparzer, Droste-Hülshoff, Storm, Hebbel, Keller, Hauptmann, and Fontane; analysis of selected works of art, architecture, and music. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Omitted 2001-02.

31. Berlin, Metropolis. In the early 1900s, Europe's youngest metropolis—Berlin—evolved into a creative and influential urban center. To the political challenges of imperialism, war, revolution and inflation, the new Berlin responded with wit, sarcasm and irony, functioning as the perfect proving ground for those seeking change, including artists, amateurs, reformers, and revolutionaries. We will trace the beginnings and flowering of urban modernism in Berlin public life, architecture, the fine arts, theater and film up to its Nazi prohibition as "degenerate" in 1933. Readings and viewings will trace the changes from premodern to urban metropolis, paying special attention to such topics as the ill-fated German-Jewish symbiosis, concepts of sexuality and the body; alternative lifestyles in the social and cultural spaces of the metropolis; ethnicity and difference. Readings and discussion of novels, essays, design, architecture; the changing configurations of modern urban social life in the industrial age, including theater, cabaret and jazz; montage in the arts and the urban experience as shown in the films of the period. Conducted in German.

Requisite: German 10 or equivalent. First semester. Professor Brandes.

34. Post-War German Culture, 1945-1989. How did post-war Germany respond to the dilemma of being the frontier between Communism and the Free World? How did the two German societies develop their own identities and adapt, rebel, or acquiesce culturally in regard to the powers in control? We will situate major literary and cultural developments within the context of political and social history. Topics include coming to terms with the Nazi past; political dissent, democratization, and economic affluence; reactions to the Berlin Wall; the student revolt and feminism; the threat to democracy and civil rights posed by terrorism; the peace movement in the East and the West. Readings in various genres, including experimental literary texts. Authors include Heinrich Böll, Günter Grass, Peter Schneider, and Peter Weiss in the West and Volker Braun, Heiner Müller, Ulrich Plenzdorf, and Christa Wolf in the East. Conducted in German.

Requisite: German 10 or equivalent. Second semester. Professor Rogowski.

COURSES OFFERED IN ENGLISH

43s. German Jewish Relations after the Holocaust. The memory and representation of the Holocaust have shaped and defined relations between Germans and Jews in Germany from 1945 to the present. In addition to exploring the form and meaning of memory and identity in the writing of German Jewish authors and Holocaust survivors, we will consider such issues as: the history of German Jewish relations before 1933, the marginalization, exclusion and killing of Jews during the Third Reich, the self-representation of Jews in German society, changing definitions of "Jewishness" and "Germanness" in literature and film, the reassessment of the so-called Jewish-German symbiosis, the situation of Jews in the former East and West Germany, the impact of German unification on German Jewish relations. We will refer to on-going discussions and controversies about the remembrance of the Holocaust and the Second World War in present-day Germany with particular attention to sites of memory under public debate. Readings may include works by Heine, Kafka, Scholem, Celan, Sachs, Delboe, Semprun, Hilsenrath, Honigmann, Seeligmann, Young and others. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 2001-02.

45s. New German Cinema: Fassbinder—Herzog—Kluge—Wenders. The course will provide an introduction to the work of four of the best-known representatives of the "New German Cinema." We will examine the stylistic variety of the various filmic vocabularies they developed, from hypnotic exoticism (Herzog), visual stylization (Fassbinder), associative montage (Kluge) to the meditative calm of Wenders. While the main emphasis will be on these four directors, their films will be supplemented by videos from a variety of other sources. The course will culminate in an analysis of Wim Wenders' masterpiece *Wings of Desire*. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 2001-02.

47. Weimar Cinema: The "Golden Age" of German Film. This course examines the German contribution to the emergence of film as both a distinctly modern art form and as product of mass culture. The international success of Robert Wiene's Expressionist phantasmagoria, *The Cabinet of Dr. Caligari* (1920), heralded the beginning of a period of unparalleled artistic exploration, prior to the advent of Hitler, during which the ground was laid for many of the filmic genres familiar today: horror film (F.W. Murnau's *Nosferatu*), detective thriller (Fritz Lang's *M*), satirical comedy (Ernst Lubitsch's *The Oyster Princess*), psychological drama (G.W. Pabst's *Pandora's Box*), science fiction (Lang's *Metropolis*), social melodrama (Pabst's *The Joyless Street*), historical costume film (Lubitsch's *Passion*), political propaganda (Slatan Dudow's *Kuhle Wampe*), anti-war epic (Pabst's *Westfront 1918*), documentary montage (Walther Ruttmann's *Berlin—Symphony of a Big City*), and the distinctly German genre of the "mountain film" (Leni Riefenstahl's *The Blue Light*). Readings, including Siegfried Kracauer, Walter Benjamin, Lotte H. Eisner, Béla Balàzs, and Rudolf Arnheim, will address questions of technology and modernity, gender relations after World War I, the intersection of politics and film, and the impact of German and Austrian exiles on Hollywood. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Professor Rogowski.

48. Günter Grass. Günter Grass is the recipient of the 1999 Nobel Prize in Literature. Since the overwhelming success of his first novel *The Tin Drum* (1959), Grass has been one of the most original and provocative contemporary writers as well as an outspoken public intellectual. Uncompromising in his political stances, and often headily evocative in his rhythmic prose, the author has probed the development of Germany from Nazism through Cold War division to unification with a relentlessly vivid eye. We will read Grass primarily as a novelist, but also trace the correlations between his political engagement and his fiction; poetry, and graphic art. Readings include: *The Tin Drum, Dog Years, From the Diary of a Snail, The Meeting at Telgte, The Flounder, Two States—One Nation?, Writing After Auschwitz, The Call of the Toad,* and selections from his new book *My Century*. Selected poetry, graphic art, and movies. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 2001-02.

51s. Joyful Apocalypse: Vienna Around 1900. Between 1890 and 1914, Vienna was home to such diverse figures as Sigmund Freud, Gustav Klimt, Gustav Mahler, Leon Trotsky, and—Adolf Hitler. Which social, cultural, and political forces brought about the extraordinary vibrancy and creative ferment in the capital of the Austro-Hungarian Empire? The course will examine the multiple tensions that characterized 'fin-de-siècle' Vienna, such as the connection between the pursuit of pleasure and an exploration of human sexuality, and the conflict between avant-garde experimentation and the disintegration of political liberalism. Against this historical backdrop we shall explore a wide variety of significant figures in literature (Schnitzler, Hofmannsthal, Musil, Kraus), music (Mahler, R. Strauss, Schönberg), and the visual arts (Klimt, Schiele, Kokoschka, O. Wagner, A. Loos). We will explore the significance of various intellectual phenomena, including the psychoanalysis of Freud and the philosophies of Ernst Mach and Ludwig Wittgenstein. We shall also trace the emergence of modern Zionism (Theodor Herzl) in a context of growing anti-Semitism, and discuss the pacifism of Bertha von Suttner in a society on the verge of the cataclysm of the First World War. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 2001-02.

52f. Kafka, Brecht, and Thomas Mann. Representative works by each of the three contemporary authors will be read both for their intrinsic artistic merit and as expressions of the cultural, social, and political concerns of their time. Among these are such topics as the dehumanization of the individual by the state, people caught between conflicting ideologies, and literature as admonition, political statement, or escape. Readings of short stories and a novel by Kafka, including "The Judgment," "The Metamorphosis," and *The Castle*; poems, short prose, and plays by Brecht, e.g., *The Three-Penny Opera*, *Mother Courage*, and *The Good Woman of Setzuan*; fiction and essays by Mann, including "Death in Venice" and *Buddenbrooks*. Conducted in English, with German majors required to do a substantial portion of the reading in German.

First semester. Omitted 2001-02.

56. The Artist as Hero and Victim. Beginning in late eighteenth-century Germany and continuing to the present day, the course traces the development of an ideology: the belief that the artist is a "special case" in society, an individual with extraordinary gifts and extraordinary burdens, whose mission entails both privilege and suffering. We shall pay particular attention to the ways in which this belief has, again and again, caused artists to come into conflict with the demands of society and politics, and how they have confronted these demands. Examples will range from the young Goethe's propagation of the idea of artist-as-unique-genius in the 1770s, through the nineteenth century's various images of the artist as saint/madman/seer/invalid/hero/charlatan, to the debates in Weimar and Nazi Germany over artistic "engagement" with radical politics, and on to today's struggles over the role of the artist in the post-Communist world. We shall draw mainly on works—prose fiction, verse, philosophical essays, music, paintings, film—in the modern German tradition, but with important glimpses at trends in other European countries and the U.S.A. Artists and writers to be examined will include Goethe, E.T.A. Hoffmann, Caspar David Friedrich, Schopenhauer, Robert Schumann, Richard Wagner, Nietzsche, Thomas Mann, Stefan George, Brecht, Paul Hindemith, Gottfried Benn, Günter Grass, Christa Wolf, and Anselm Kiefer. Occasional listening and viewing assignments. Conducted in English, with German majors required to do a substantial portion of the reading in German.

Second semester. Omitted 2001-02.

59s. Gender Benders. Soldiers, sailors, saints, and thieves, transvestite nuns, and cross-dressed spies. … This course will trace cross-dressing as a phenomenon in the construction of gender from 1600 to the present, with samples from German and European literature, music and art. Topics will include the one-sex model in pre-modern concepts of gender; the gender revolution around 1800; the woman within: inventing transvestites around 1900; and masculinity in crisis: gender unease in postmodern culture. Course materials include literary texts by Catalina de Erauso, Goethe, Bettina von Arnim, Dorothea Schlegel, Balzac, Virginia Woolf, and Bertolt Brecht; operas (*Fidelio*, *Rosenkavalier*); film of the Weimar Republic and contemporary German and Hollywood productions; autobiographies of cross-dressers; and theoretical works by Judith Butler, Marjorie Garber,

and Thomas Laqueur. Conducted in English, with German majors required to do a substantial portion of the reading in German.
Second semester. Professor Krimmer of Mount Holyoke College.

60f. Performance. What is performance? What constitutes an event? How can we address a phenomenon that has disappeared the moment we apprehend it? How does memory operate in our critical perception of an event? How does a body make meaning? These are a few of the questions we will explore in this course, as we discuss critical, theoretical, and compositional approaches in a broad range of multidisciplinary performance phenomena emerging from European—primarily German—culture in the twentieth century. We will focus on issues of performativity, composition, conceptualization, dramaturgy, identity construction, representation, discourse, space, gender, and dynamism. Readings of performance theory, performance studies, gender studies, and critical/cultural studies, as well as literary, philosophical, and architectural texts will accompany close examination of performance material. Students will develop performative projects in various media (video, performance, text, WWW) and deliver a number of critical oral and written presentations on various aspects of the course material and their own projects. Performance material will be experienced live when possible, and in text, video, CD, CD-ROM, and Internet form, drawn from selected works of Dada and Surrealism, Bauhaus, German Expressionism, the Theater of the Absurd, Tanztheater, and Contemporary Theater, Performance, Dance, Opera, New Media, and Performance Art. A number of films, including *Das Cabinet des Dr. Caligari*, Oskar Schlemmer's *Das Triadische Ballett*, Fernand Léger's *Ballet Mécanique*, and Kurt Jooss' *Der Grüne Tisch*, will also be screened. Conducted in English, with German majors required to do a substantial portion of the reading in German.
First semester. Omitted 2001-02.

77, 78. Senior Departmental Honors.
First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. The Department.

RELATED COURSE

Making Memorials. See Kenan Colloquium 20.
Second semester. Professors Gilpin and Clark.

HISTORY

Professors Bezucha‡, Blight (Chair), Campbell*, Cheyette, Couvares, Czap, Dennerline‡, Hunt, Levin‡, R. Moore†, Redding‡, Sandweiss, Servos, and K. Sweeney; Assistant Professors Brandt, Epstein, and Saxton; Luce Visiting Assistant Professor Hussain†; Visiting Assistant Professor Voekel.

History is the disciplined study of the past. Through it we seek to cultivate the human need to know where we have come from and to capture the ways in which the past both burdens and inspires humankind. History includes the study of diverse peoples and individuals in times vastly different from our

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*On leave 2001-02.
†On leave first semester 2001-02.
‡On leave second semester 2001-02.

own as well as the study of events that are currently unfolding. Studying history also involves the study of historians, their writing and their influence on our understanding of the past. Historical writing can focus on specific issues, such as ideas, belief systems, social and economic structures, political institutions, or the lives of ordinary as well as extraordinary men and women. It helps us acquire greater respect for the past and greater humility about the present, to appreciate the lesson that purposive actions often have unanticipated consequences, to reflect about the relationship between social structures and individual thought and action, and to question easy assumptions about the constancy of "common sense" or the inevitability of our own ideas and conventions. Although historians may concentrate their efforts on particular times and places, or emphasize different aspects of the past, they share an interest in change over time and in the rigorous use of methods and sources that help us to understand such change. Courses in this department aim to stimulate independent and creative thought both about the many varieties of history and the evidence from which those histories are crafted.

Major Program. History majors, in consultation with their advisors, design a course of study that combines a broad and meaningful distribution of historical subjects and methods with a concentration that develops analytical skills. All History majors are required to take nine courses. One of these must be History 99, taken normally in the junior or senior year, preferably after completion of two or more other history courses. Those majors who wish to write a thesis must fulfill these requirements and, in addition, take at least two courses, normally History 77 and 78, toward the completion of their thesis.

All History majors must include as one of their courses for the major a *seminar* in which they write a substantial research paper that conforms to the department's "Guidelines for Research Papers," and that is guided by individual consultation with the instructor. (History 99, *Proseminar in History*, does *not* fulfill this requirement.) A student who contemplates writing a thesis in the senior year must complete the research paper by the end of the junior year. A student not intending to write a thesis may delay taking an appropriate seminar and completing the paper until the senior year. In exceptional circumstances and with the approval of the student's advisor and Department, a student may write the research paper in a seminar at another institution or for a course not designated as a seminar (with the consent of the instructor), as long as the paper conforms to the department's "Guidelines for Research Papers."

Concentration within the major. In completing their major, history students must take four courses either in the history of one geographical region (chosen from the six possibilities listed below), or in the history of a particular historical topic (for example, colonialism or nationalism), or in a comparative history of two or more regions, chosen by the student. The geographical regions are as follows: 1) the United States (US); 2) Europe (EU); 3) Asia (AS); 4) Africa and the diaspora (AF); 5) Latin America and the Caribbean (LA); 6) the Middle East (ME). Each student shall designate a concentration in consultation with his or her advisor.

Breadth requirements for the major. History majors must take courses from at least three of the six geographical regions listed above. In addition, all majors must take either two courses that focus on a pre-1800 period$^{(P)}$ or one pre-1800 course and one course in comparative history$^{(C)}$.

Comprehensive Evaluation. Students writing senior theses thereby fulfill the Department's comprehensive requirement. Other majors will demonstrate before the middle of their last semester both general and special historical knowledge in essays assigned and read by an evaluating committee of Faculty, and discussed in a colloquium of seniors and Faculty members.

Departmental Honors Program. The Department awards Honors to seniors who have achieved distinction in their course work and who have completed a thesis of Honors quality. Students who are candidates for departmental honors will normally take two courses, History 77 and History 78, in addition to the courses required of all majors. With the approval of the thesis advisor, a student may take either History 77 or History 78 as a double course. In special cases, and with the approval of the entire Department, a student may be permitted to devote more than three courses to his or her thesis.

Course Levels in the Department of History. *Introductory level* courses assume little or no previous college or university level experience in studying history either in general or in the specific regions covered by the courses. They are appropriate both for students new to the Department's offerings and for those who wish to broaden their historical knowledge by studying a region, topic, or period that they have not previously explored. *Intermediate level* courses usually focus on a narrower region, topic, or historical period. Although most intermediate level courses have no prerequisites (see the individual course listings), they assume a more defined interest on the part of the student, and are appropriate for those who wish to enhance their understanding of the specific topic as well as their analytical and writing skills. Seminars usually require the student to complete an independent research paper. They are appropriate both for history majors as a way of fully comprehending and practicing the craft of the historian, as well as for non-history majors who wish to pursue a topic in depth.

Key for concentration and breadth requirements for the major: US (United States); **EU** (Europe); **AS** (Asia); **AF** (Africa and the diaspora); **LA** (Latin America and the Caribbean); **ME** (Middle East); ^{P} (pre-1800); ^{C} (comparative).

INTRODUCTORY COURSES

1. Medieval and Early Modern Europe. (EU^{P}) An introduction to some major themes of European history from late antiquity through the sixteenth century. Lectures will cover such topics as demographic patterns, social classes, family life, moral ideals, political and economic organizations. Readings will introduce the problems of interpreting medieval sources. Three class meetings per week.

First semester. Professor Cheyette.

3s. Europe in the Twentieth Century. (EU) This course will offer a broad survey of Europe during the twentieth century. It will cover events such as World War I; the Bolshevik Revolution; the Spanish Civil War; the Great Purges in the Soviet Union; Nazism, World War II and the Holocaust; the Cold War in Europe; the collapse of communism; and the Balkan Wars in the 1990s. In addition, the course will focus on the broad themes of twentieth-century European history: the confrontation between liberalism, fascism, and communism; the development of the welfare state; the decline of Europe's role in the world; the movement for European unity; and changing notions of race, class, and gender during the course of the century. Readings will focus on primary material, including memoirs, diaries, novels, political manifestos, and government and other official documents. Two class meetings per week.

Second semester. Professor Epstein.

4f. Exploring Europe in the Modern Age. (EU^{P}) An introduction to the study of Europe's past since the mid-fifteenth century. The course is organized in the form of a virtual Grand Tour of historic sites around the continent. Moving chronologically, it starts at the walls of Constantinople/Istanbul (breached by the Ottoman Turks in 1453) and ends at the remnant of the Berlin Wall (destroyed since 1989). Lectures and discussion of written and visual documents focus on three major themes: the State, toleration (and intolerance) of minorities, and imperialism/globalization. Assigned materials include a textbook for background reading. Two class meetings per week.

First semester. Professor Bezucha.

5. Russia: A History of Russia Until Approximately 1880. (EU^{P}) An examination of the roots of Russian culture in the Kievan and Muscovite periods; the development of social and political institutions in the Imperial period, including serfdom and bureaucratic absolutism. The course will consider new thinking about early Russia in light of the recent disappearance of the imperial structure of the Soviet state. Three class meetings per week.

First semester. Omitted 2001-02. Professor Czap.

6. Russia: A History of Late Imperial and Soviet Russia. (EU) As Russia struggles today to redefine itself as a democratic, non-imperialist multi-ethnic state and nation with a market-oriented economy, the country's experience at the turn of the century and the early years of the Soviet era have taken on urgent relevance for Russian scholars, politicians and economists. The course will examine Russia's economic take-off and superindustrialization; collapse of the autocracy and moves toward constitutional monarchy and "Soviet democracy"; land reform and forced collectivization; Russification and Soviet multi-nationalism; ideologies of reform and revolution. We will also consider new interpretations of the 1917 Revolution that have emerged since the collapse of the Soviet Union. Three class meetings per week.

Second semester. Professor Czap.

8f. Colonial North America. (US^{P}) A survey of early American history from the late 1500s to the mid-1700s. The course begins by looking at Native American peoples and their initial contacts with European explorers and settlers. It examines comparatively the establishment of selected colonies and their settlement by diverse European peoples and enslaved Africans. The last half of the course focuses on the social, economic, political, and cultural conditions influencing the rise of the British colonies. Three class meetings per week.

First semester. Professor Sweeney.

9. Nineteenth-Century America. (US) A survey of American history from the early national period to the turn of the century, with an emphasis on social history. The course will trace the emergence of a modern society characterized by large-scale industry, big cities, organized democratic politics, mass culture and an imperial state. Topics will include changing ethnic, racial, gender, and class relations; the causes and consequences of the Civil War; and the rise and fall of Victorian culture. The format will include lectures and weekly discussions; readings will be drawn from both original and secondary sources. Three class meetings per week.

First semester. Omitted 2001-02. Professor Couvares.

10f. Twentieth-Century America. (US) The course traces United States political, social, and cultural history from 1900 to the present. Among the topics covered are the rise of the modern corporation, class conflict and the Progressive movement; immigration, ethnic pluralism, and the rise of mass culture; the Great Depression and the New Deal; World War II, the Cold War, and McCarthyism; the civil rights and women's movements, the New Left, the New Right, and the continuing inequalities of race and class. Films and videos will regularly supplement class readings. Three class meetings per week.

First semester. Professor Couvares.

11s. Pre-Columbian Civilizations of Latin America and the Caribbean. (LA^P) Geographically the course will focus on Mesoamerica, the Caribbean and South America, where the initial effects of Spanish contact were most intense. The societies to be studied will include those of the Arawaks and the Caribs as well as the ancient civilizations of the Aztecs, the Mayas and the Incas. We will examine closely the nature and structure of these civilizations (some of which were empires), the mentality of the people, how they designed their way of life and how their cultural predispositions affected their interactions with the Europeans. The course will rely heavily on primary source material, including Spanish Chronicles, but particular attention will be given to native accounts. How did they view the processes of discovery, contact and the eventual destruction of their societies and how did they finally respond? Their voices will serve as counterpoints to the more familiar European accounts: "The New World Civilization that they [the Chroniclers] were describing was alien to them, however actively it may have aroused their curiosity, and however successful they may have been in entering into the spirit of it by an act of historical imagination"—Arnold J. Toynbee. Although the course will be taught by an historian, guest speakers representing other disciplines, including Mesoamerican and Andean art specialists, will participate, making the course a true multi-disciplinary effort. Two class meetings per week.

Limited to 30 students. Second semester. Omitted 2001-02. Professor Campbell.

12f. Peoples and Cultures of the Caribbean. (LA or AF) An introduction to the Caribbean and the indigenous peoples as seen through the eyes of Columbus and Spanish and French clerics later, alerting students to the problems of ethnohistory. It will proceed to trace the evolution of the region into one of racial and ethnic diversity, encompassing Europeans, Africans, Amer-Indians, Black Caribs, Asians and others. The emphasis of the course is on social history and popular culture, dealing with such topics as folklore, movements such as Garveyism, *Rastafarianism* and nationalism; religious "cults" like *vaudum, Santeria, pocomania,* the *Shango* and the music like *Reggae* and *Calypso* connected with some of these groups. Lectures and discussions of written and visual material. Two class meetings per week.

Limited to 25 students. First semester. Omitted 2001-02. Professor Campbell.

13. The History of Latin America from the Colonial Period to 1890. (LA^P) An introduction to some of the most exciting debates and controversies in early Latin American history. The course begins with a discussion of the epistemological fog that characterizes historical inquiry, especially that centered on nonliterate peoples. This theoretical discussion will then inform our exploration of four key debates: Latin America's role in the world market; the colonial roots of its racial and economic inequities; the relationship between slavery and capitalism; and the rise of neo-colonialism in the industrial age. The early regional focus favors Mexico and the Andes, centers of Mayan, Aztec, Incan, and later Spanish rule; the latter part of the course centers on Cuba, where we explore slavery and the emergence of the United States as the region's major colonial power. Materials include primary sources, film, historical and theoretical texts, and current political firestorms over historical representation. Two class meetings per week.

First semester. Professor Voekel.

15. Chinese Civilization. (AS^{P}) (Also Asian 24f.) A survey of Chinese history from ancient times to the eighteenth century. We will focus on texts and artifacts to explore the classical roots and historical development of Chinese statecraft, philosophy, religion, art, and literature. Using these media for evidence, we will trace the histories of inter-state relations, imperial institutions, global commerce, and family-based society through the ancient Han empire, the great age of Buddhism, the medieval period of global trade, and the Confucian bureaucratic empires that followed the Mongol world conquest. We will also compare these histories to those of European and other civilizations, considering Chinese and non-Chinese views of the past. Readings include the *Analects of Confucius* and other Confucian and Daoist texts, Buddhist tales and early modern fiction, selections from the classic *Records of the Grand Historian* (*Shiji*), and Jonathan Spence's *Emperor of China: Self-portrait of Kangxi.* Three class meetings per week.

First semester. Professor Dennerline.

16. Modern China. (AS) (Also Asian 46.) A survey of Chinese history from the Manchu conquest of 1644 to the present. Beginning with the successes and failures of the imperial state as it faced global economic development, expanding European empires, and internal social change, we will study the Opium War, massive nineteenth-century religious rebellions, Republican revolution and state-building, the "New Culture" movement, Communist revolution, the anti-Japanese war, Mao's Cultural Revolution, and the problems of post-Mao reform, all with comparative reference to current events. Readings, which include a wide variety of documents such as religious and revolutionary tracts, eye-witness accounts, memoirs, and letters, are supplemented by interpretive essays and videos. Three class meetings per week.

Second semester. Omitted 2001-02. Professor Dennerline.

17. Japanese History to 1600. (AS^{P}) (Also Asian 25.) An introduction to the distinctive ideas, society, polity, and culture of early Japan. Through lectures, readings and discussion, the course will explore critical problems of Japan's early history: Shinto mythology and the origins of Japanese civilization; the influence of T'ang China and Buddhism on the formation of the early imperial state in the seventh and eighth centuries; the Heian courtly tradition as reflected in the tenth-century literary works of women; the rise of a new warrior class (samurai) and their culture of Zen, tea, and the sword; civil war and unification in the sixteenth and seventeenth centuries; and the first encounter with the West. Two class meetings per week.

First semester. Professor Brandt.

18. Modern Japan. (AS) (Also Asian 47s.) Between 1850 and 1970 Japan underwent rapid and profound change. The peaceful isolation of the Tokugawa state gave way to world-power status, wars, and finally foreign occupation. Export-driven industrialization replaced a largely self-sufficient agrarian economy. A highly stratified society of peasants and their samurai rulers became a democracy that idealized the urban white-collar middle class. How did this happen, and why? This course draws upon primary documents, literature, and film to investigate the process by which Japan became modern. We will ask what was

lost as well as gained by this process for different groups within Japan, and also for Japan's nearest Asian neighbors. Two class meetings per week.
Second semester. Professor Brandt.

20. The Middle East from 1300 to the Present. (ME) (Also Asian 48.) This course extends from the formation of the Ottoman Turkish and the Safavid Persian states to the emergence of a multistate system in the twentieth century, with particular emphasis on Western penetration of the Middle East and indigenous responses to such penetration. The course will also focus on the twentieth-century quest for self-determination by Arabs, Jews, Persians, and Turks. Two class meetings per week.
Second semester. Professor Wilson of the University of Massachusetts.

22. Twentieth-Century Africa. (AF) This is a history of Africa from the late nineteenth century to the present day. In the first half of the course, we will study the imperial scramble to colonize Africa, the integration of African societies into the world economy, the social and ecological impact of imperial policies, and the nationalist struggles that resulted in the independent African states. We will also examine the divisiveness of ethnicity in post-colonial states. In the final half of the course, we will investigate three cases: Congo-Zaire and the state as a source of chaos; *mau mau* in Kenya and the internecine nature of the revolt; and gender politics among Africans in *apartheid*-era South Africa. Three class meetings per week.
Second semester. Omitted 2001-02. Professor Redding.

INTERMEDIATE LEVEL COURSES

26f. European Society in the Eleventh and Twelfth Centuries. (EU^P) Through primary documents from the period c. 1050 to c. 1250—chronicles, papal and royal letters, memoirs, lyric and epic poetry, law books and court cases, administrative documents—this course will explore various aspects of the great revolutionary transformation that historians are beginning to call "the long twelfth century." Topics will include serfdom and knighthood, economic development and urban revolts, the creation of the medieval church and secular monarchies, "heresy" and dissent, women and power. Two class meetings per week.
First semester. Omitted 2001-02. Professor Cheyette. See European Studies 23.

27s. Art, Culture and Society in the Italian Renaissance. (EU^P) (Also Fine Arts 38.) Through an analysis of selected works by Michelangelo, Cellini, Ghiberti, Machiavelli, and other artists, writers, and composers, and reading and discussing contemporary autobiographies, letters, diaries, government records, etc., the course will consider the expressive techniques of creative artists in the fourteenth, fifteenth, and sixteenth centuries, and the relationship of artists to patrons and the larger role of clientage and patronage in the society of Renaissance Italy. Special emphasis will be placed on Florence.
Second semester. Professors Cheyette and Courtright.

28. Topics in the Caribbean: Haiti and the French Caribbean. (LA or AF) This course focuses on political culture, attitudes toward statehood, and political leadership from the Haitian revolution of 1791-1804 to the present. From Toussaint Louverture, who led the revolution without contemplating a break with France, through Aimé Césaire, a proponent of alignment of Martinique, Guadeloupe, and French Guiana with France in 1946, to the Maastricht Treaty of 1992, which brought the territories into the European Union, the leaders of the French Caribbean have distinguished themselves from those of the Anglophone zone.

In contrast to the world-wide trend toward decolonization and political independence, these territories chose status as "overseas departments" (départements d'outremer, DOM). We will examine the theory and practice of French assimilation policy and its critics, who termed it "cultural genocide." We will also explore the economic, political, and social impact of the American occupation of Haiti (1915-1934), the French occupation of Martinique (1939-1945), and the relentless angst over identity they further engendered, leading to the Indigenous Movement and theoretical constructs such as *Negritude, Antillanité,* and *Créolite.* Haiti will receive separate treatment as an independent country, and its relationship with the DOM territories will be discussed. Readings will include historical narratives, novels, and selections from the writing of Jean Price-Mars, Jacques Roumain, Frantz Fanon, Aimé Césaire, Leon-Gontran Damas, Edouard Glissant, and others. All readings will be in English. Two class meetings per week.

Second semester. Omitted 2001-02. Professor Campbell.

29. The Reformation Era, 1500-1660. (EU^P) The course begins with writings by the great reformers (Erasmus, Luther, Calvin, and Loyola), using them as a basis for examining the relationship between religious ideas, individual temperament, and social, political, and cultural change. It then takes up the connection between Protestantism and the printing press, the role of doctrinal conflict in the evolution of urban institutions, the rise of antisemitism, the significance of the Reformation for urban women, the social impact of the Counterreformation, and the role of religious millenarianism in the German Peasants' Revolt of 1525, the English Revolution of 1640, and the Thirty Years' War. Readings include several classic interpretations of the Reformation as well as recent works in social history, urban history, women's history, and the history of popular culture. Two class meetings per week.

First semester. Professor Hunt.

30. The European Enlightenment. (EU^P) This course begins with the political, social, cultural and economic upheavals of late seventeenth-century England, France, and the Netherlands, that European *crise de conscience* out of which the Enlightenment emerged. The second part of the course will look at the Enlightenment as a distinctive philosophical movement, evaluating its relationship to science, to organized religion, to new conceptions of justice, and to the changing character of European politics. The final part will look at the Enlightenment as a broad-based cultural movement. Among the topics discussed here will be the role played by Enlightened ideas in the French Revolution, women and non-elites in the Enlightenment, the rise of scientific racism, pornography and libertinism, and the impact of press censorship. Readings for the course will include works by Locke, Montesquieu, Voltaire, Rousseau, Diderot, Hume, Adam Smith, Choderlos de Laclos, Kant and Madame Roland. Two class meetings per week.

Second semester. Professor Hunt.

31. East-Central Europe in the Twentieth Century. (EU) This survey class of twentieth-century East-Central Europe will explore the "other" Europe—the Europe situated between Germany and the former Soviet Union. Throughout the semester, we will explore the region's most profound transformation: from a complex ethnic patchwork before World War I, East Central Europe developed into relatively homogenous nation-states. As we shall see, this was the result of many forms of "ethnic cleansing." We will trace the region's turbulent history through the emergence of independent states, the troubled interwar years, the Nazi occupation during World War II, the communist system imposed after

1945, the revolutions of 1989, and the Balkan Wars and the transition to democracy and capitalism in the 1990s. We will read some standard histories of the area, but we will focus mostly on primary sources, including memoirs, diaries, novels, films, dissident writings, and government documents. Although we will cover all of East-Central Europe, class readings will primarily address Poland, the former Czechoslovakia, and the former Yugoslavia. Students who wish to pursue the history of Hungary, Romania, Bulgaria, or Albania in a more in-depth manner will be given the opportunity to do so. Two class meetings per week.

First semester. Professor Epstein.

32f. The Era of the French Revolution. (EU^P) The history of France during the turbulent years of revolution and counterrevolution separating the ill-fated reign (1774-1792) of Louis XVI and the coronation of the Emperor Napoleon I in 1804. Special attention is given to the bicentennial commemoration of 1789. Two class meetings per week.

First semester. Omitted 2001-02. Professor Bezucha.

33. Modern Germany. (EU) This course will explore the history of Germany since 1871. It will examine unification, as well as militarism and colonialism in Imperial Germany; Germany in World War I; the politics of culture in Weimar Germany; Nazi Germany, including Nazi racial ideology, World War II, and the Holocaust; communist East Germany and the revolution of 1989; and the evolution of democracy in West and now united Germany. The course will consider major questions of modern German history: Did Germany pursue a peculiar path of development in the nineteenth century? Was the Nazi rise to power inevitable? How did the Nazi past shape East and West Germany? How did Germany become a stable democracy after 1945? Finally, the course will explore recurring themes in German history such as authoritarianism and dictatorship, and continuities and ruptures in political, social, and cultural history. Texts will include films, slides, fiction, memoirs, diaries, government documents, and classic and recent secondary accounts. Two class meetings per week.

First semester. Omitted 2001-02. Professor Epstein.

34. Nazi Germany. (EU) This course will explore the history of Nazi Germany from 1933 to 1945. It will examine the emergence of Hitler and Nazism in Germany, Nazi ideology and aesthetics, Nazi racial policies, daily life in the Third *Reich*, women under Nazism, resistance to the Nazis, Nazi foreign policy and World War II, the Holocaust, and the Nuremberg War Crimes Trial. Class participants will also discuss themes that range beyond the Nazi case: How do dictatorships function? What constitutes resistance? How and why do regimes engage in mass murder? Texts will include films, diaries, memoirs, government and other official documents, and classic and recent scholarly accounts of the era. Two class meetings per week.

Second semester. Professor Epstein.

35. Colonial Ideologies. (^{C}) The legal philosopher and colonial administrator, Fitzjames Stephen, once said of the colonial enterprise, "Our law is the sum and substance of what we have to teach the natives. It is, so to speak, the gospel of the English." This course focuses on the deep and critical place of law in the history of British colonialism. We will examine how an ideology of a rule of law legitimates, energizes but also constrains colonial power. In addition to covering the extension of English law and the establishment of legal institutions, we will also read a variety of legal and political philosophers who wrote on the issue of law and the colonies, such as Locke on slavery and John Stuart Mill on liberalism

and empire. We will consider the ways in which the west conceptualized forms of law and state in the east, and ask what were the political uses of such constructs in the colonies, and what presumptions do they reveal about law and state in Europe. Finally, we will examine how nationalism both appropriates and confronts an ideology of a rule of law, and focus on the legal dimension of independence and decolonization. Two class meetings per week.
First semester. Omitted 2001-02. Professor Hussain.

36f. Law and Historical Trauma. (^{C}) (Also Law, Jurisprudence and Social Thought 48f.) See Law, Jurisprudence and Social Thought 48f.
First semester. Omitted 2001-02. Professor Hussain.

37s. The Material Culture of American Homes. (US) Using architecture, artifacts, visual evidence, and documentary sources, the course will examine the social and cultural forces affecting the design and use of domestic architecture, home furnishings, and domestic technology in the eastern United States from 1600 to 1960. The course will provide an introduction to the study of material culture and a survey of American architecture and decorative arts. Field trips to Historic Deerfield, Old Sturbridge Village, Hartford, Conn., and sites in Amherst will form an integral part of the course. Two class meetings per week.
Second semester. Omitted 2001-02. Professor Sweeney.

38. The Era of the American Revolution. (US^{P}) Surveying the period from 1760 to 1815, this course examines the origins, the development and the more immediate consequences of the American Revolution. The course looks at the founding of the American republic as an intellectual debate, a social movement, a military conflict, an economic event and a political revolution. Three class meetings per week.
Second semester. Omitted 2001-02. Professor Sweeney.

39s. Native American Histories. (US) This course examines selectively the histories and contemporary cultures of particular groups of American Indians. It will focus on Algonquian- and Iroquoian-speaking native peoples of the east in the period from 1600 to 1800; Indians of the northern plains during the 1800s and 1900s; and the Pueblo and Navajo peoples from the time before their contacts with Europeans until the present day. Through a combination of readings, discussions, and lectures, the course will explore the insights into Native American cultures that can be gained from documents, oral traditions, artifacts, films and other sources. Two class meetings per week.
Second semester. Professor Sweeney.

40. The American Southwest. (US) This course offers an interdisciplinary approach to understanding the shifting dynamics among peoples in the American Southwest from the sixteenth century to the present. Drawing principally from the disciplines of history and anthropology, but drawing also from art history and literature, the class will focus on several key historical events, including the Pueblo Revolt of 1680, the discovery of the ruins at Mesa Verde in the late nineteenth century, and the twentieth-century creation of cultural tourism. How, we will ask, do historians and anthropologists use physical, visual and literary evidence? What sorts of questions do they seek to answer and how do the stories they tell differ? How have historical and anthropological narratives differently constructed the story of the southwestern past? Finally, how do these stories continue to shape the politics of the contemporary Southwest? Students will have the opportunity to engage directly a wide variety of primary source materials, including ceramics and other archeological remains, nineteenth-century anthropological photographs and expeditionary prints. Two class meetings per week.

Limited to 20 students. Second semester. Omitted 2001-02. Professor Sandweiss.

41s. African-American History from the Slave Trade to Reconstruction. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 57s.) See Black Studies 57s.

Combined enrollment limited to 50 students. Second semester. Omitted 2001-02. Professor Blight.

42. African-American History from Reconstruction to the Present. (US; or may be included in AF concentration, but not AF for distribution in the major) (Also Black Studies 58.) See Black Studies 58.

Combined enrollment limited to 50 students. Second semester. Professor Blight.

43. The Civil War and Reconstruction Era. (US) (Also Black Studies 59.) This course explores the causes, course, and consequences of the American Civil War, encompassing the period from the 1830s to 1877. Antebellum nationalism, sectionalism, expansionism, slavery, reform, and political culture will be examined as the backdrop for the succession crisis and the war. Major stress will also be placed on political and military leadership, the social and individual experience of total war, emancipation and the role of blacks in the struggle for their own freedom, and the international implications of the Civil War. Reconstruction is examined through several major themes: race, equality, constitutionalism, violence, political parties, the nature of social revolution and change, and debates over the meaning and memory of the Civil War. Readings include historical narratives and monographs, primary documents, and fiction. Two class meetings per week.

Combined enrollment limited to 50 students. First semester. Professor Blight.

44. The Old South, 1607-1876. (US^P) This course will examine southern culture, politics and economic life from its origins up to the Civil War. Primary and secondary readings will cover issues including the roots of slavery and the development of a distinctive Afro-American culture, the rise of a planter aristocracy based on staple crop cultivation, and the evolution of a westward expanding backcountry. The course will focus on the growth and expression of southern ideas of freedom as they played out in the Revolution, Indian removal, and the sectional crisis. Two class meetings per week.

Second semester. Omitted 2001-02. Professor Saxton.

45. Women's History, America: 1607-1865. (US^P) (Also Women's and Gender Studies 63.) This course looks at the experiences of Native American, European and African women from the colonial period through the Civil War. The course will explore economic change over time and its impact on women, family structure and work. It will also consider varieties of Christianity, the First and Second Awakenings and their consequences for various groups of women. Through secondary and primary sources and discussions students will look at changing educational and cultural opportunities for some women, the forces creating antebellum reform movements, especially abolitionism and feminism, and women's participation in the Civil War. Two class meetings per week.

First semester. Professor Saxton.

46. Women's History, America: 1865 to Present. (US) (Also Women's and Gender Studies 64.) This course begins with an examination of the experience of women from different racial, ethnic and economic backgrounds during Reconstruction. It will look at changes in family life as a result of increasing industrialization and the westward movement of settler families, and will also look at the settlers' impact on Native American women and families. Topics will include the work and familial experiences of immigrant women (including Irish, Polish, and Italian), women's reform movements (particularly suffrage, temperance and anti-lynching), the expansion of educational opportunities, and the origins and programs of the Progressives. The course will examine the agitation for suffrage and the subsequent split among feminists, women's experience in the labor force, and participation in the world wars. Finally, we will look at the origins of the Second Wave and its struggles to transcend its white middle-class origins. Two class meetings per week.

Second semester. Professor Saxton.

47. Women and Politics in Twentieth-Century America. (US) (Also Women's and Gender Studies 67.) This course will look at a number of political battles women have fought over the last one hundred years, beginning with suffrage, and including protective legislation and benefits for mothers and children. It will look at women's experiences in the Civil Rights and anti-war movements and the development of Second Wave Feminism as well as the many feminisms that emerged in its wake. Students will study the backgrounds of, and engage in debate about, a number of current battles including those over reproductive rights, pornography, and sexual harassment. We will make an effort to relate these controversies to earlier themes in twentieth-century women's politics. Two class meetings per week.

Limited to 25 students. First semester. Omitted 2001-02. Professor Saxton.

48. Church, Family and Culture in Nineteenth-Century America. (US) (Also Women's and Gender Studies 66.) This course will look at antebellum experience through the lenses of religion, family and literary, artistic and regional culture. Using a mix of primary and secondary sources, students will trace the changing moral values guiding education as well as the varieties of Christianity that gave shape to different forms of activism. It will also track changing family ideologies, the responsibilities of parents and constructions of childhood and adolescence. The course will include texts reflecting the experiences of family members, reformers, slaves, free blacks, evangelical Christians and Native Americans. It will look at artistic and literary representations of sectional themes and events like Indian Removal, westward expansion, The Fugitive Slave Law and the Dred Scott decision. Two class meetings per week.

Second semester. Professor Saxton.

49s. American Diplomatic History I. (US) This course will survey the history of American foreign relations from the American Revolution through the First World War.

Second semester. Omitted 2001-02. Professor Levin.

50. American Diplomatic History II. (US) This course will survey the history of American foreign relations from the First World War to the Korean War. Two class meetings per week.

Second semester. Omitted 2001-02. Professor Levin.

51s. American Diplomatic History III. (US) This course will survey the history of American foreign relations from the Korean War to the end of the Cold War.

Second semester. Omitted 2001-02. Professor Levin.

52f. Poverty and Economic Development in Twentieth-Century Latin America. (LA) This course is a critical historical examination of the various models of economic development adopted by Latin American countries over the course of the late nineteenth and early twentieth centuries, exploring the cultural, social, political, and economic roots of such policies and the impact of their practical application on the lives of the region's poorest and most marginalized populations. Through close case studies focused on Brazil, Peru, Argentina, and Mexico, the course attempts to understand the disjunctures between theory and practice that have left many Latin American countries increasingly unequal even as they have become more "developed," and to understand the social, cultural, and environmental consequences of twentieth-century development policies. Course materials will include film, autobiography, and primary source documents, as well as academic texts. Two class meetings per week.

First semester. Omitted 2001-02.

53s. The History of Brazil, 1500 to the Present. (LA) A combination lecture/discussion course focusing on the 500-year history of Latin America's largest, most populous, and most economically powerful nation. Topics examined will include: indigenous cultures and Portuguese colonization; the boom-and-bust cycles of plantation agriculture and mineral extraction; slavery, rebellion, and abolition; Independence, Empire, and Republic; populism and military rule; industrialization and economic development; the construction and evolution of racial and ethnic identities and the myth of "racial democracy"; nature, economy, and society; gender, sexuality, and national identity; and the importance of popular culture in Brazilian national life. Two class meetings per week.

Second semester. Omitted 2001-02.

54. Latin American Rural Radicals. (LA) On January 1, 1994, the Zapatista Army of National Liberation declared war on the Mexican government. By their own lights, they have since led Mexican civil society's ongoing struggle for a more democratic Mexico. The revolt raises larger questions about the peasantry's relationship to the state and the complex causal ecology of peasant revolts. These questions can only be answered through an in-depth analysis of the shifting relations between the state and the rural sector in Mexico and the theoretical literature on the peasantry in Latin America and beyond, which is precisely what this course will provide. We will explore both the colonial origins of the modern peasantry and the causes and consequences of the great Mexican Revolution in depth. Materials include primary sources (songs, trial records, cartoons, the web), theoretical works (James Scott, Guillermo Bonfil Batalla, Florecia Mallon, Ana Alonso), films, and historical and anthropological analyses. Two class meetings per week.

Second semester. Professor Voekel.

55s. Caribbean History. (LA or AF) This course will see the Caribbean as an area of European expansionism, identifying systems such as the *encomienda*, the *Repartimiento* and the institutional complex of the plantation slave economy, its eventual abolition and the transition of the society from slavery through colonialism to independence. It will deal with post-emancipation labor dynamics, metropolitan control, race, color, class and caste in the society, the growth of trade unions and their interrelationships with political parties, the movement toward Federation, its failure, and the independence trend making for fragmentation. Attention will be paid to the new linkages being forged in the area. The approach at times will be island specific (French, Spanish, English, Danish, Dutch), or thematic. Two class meetings per week.

Second semester. Omitted 2001-02. Professor Campbell.

59s. Japan and Imperialism in East Asia. (AS) (Also Asian 51s.) This course focuses on the development of the Japanese empire, which grew to include Taiwan, Korea, and parts of China and Southeast Asia, from the mid-nineteenth century to 1945. We will draw upon various theoretical approaches (Marxist, modernization, postcolonial) as we examine the causes and effects of Japanese imperialism and colonialism. One cause, arguably, was provided by the "new imperialism" of the European powers in East Asia. Our study will include consideration, therefore, of the European and American treaty-port system in China, Japan, and Korea, and we will explore the peculiar consequences of this brand of semi-colonialism in the formation of one of the modern world's few non-Western imperial powers. Other topics for study include: Okinawa and Hokkaido, as early colonies whose history as such has been largely repressed; aspects of the complex Korean experience of Japanese colonialism, including the "comfort women" issue; and the rhetoric and reality of Pan-Asianism. In discussions and the occasional lecture we will draw upon a wide range of readings to make our own sense of a set of historical problems still very much open to debate. Two class meetings per week.

Second semester. Professor Brandt.

61s. The History of Israel. (ME) This course will survey the history of Israel from the origins of Zionism in the late nineteenth century to the present. One three-hour meeting per week.

Second semester. Omitted 2001-02. Professor Levin.

63. State and Society in Africa Before the European Conquest. (AF^{P}) Africa has been called by one historian the social laboratory of the human species: that continent has been the birthplace of the oldest and most various civilizations on the earth. Art, trade, small-scale manufacturing, medical knowledge, religion, history and legend all flourished before the formal political take-over of the continent by Europeans in the nineteenth century and continue to have a decisive impact on African societies today. It is the variety of social organization in Africa in the period before 1885 that this course will examine. We will discuss the establishment of the Coptic kingdom in Ethiopia, the development of state systems in black Islamic societies and in Southern Africa, and the workings of so-called stateless societies in West Africa and the Congo (Zaire) River basin. The readings will be primarily from studies written using oral traditions and histories, and there will be some discussion of the problems of studying African societies of the past which kept no written records. Two class meetings per week.

First semester. Professor Redding.

64. Introduction to South African History. (AF) This course will explore major themes in the history of a troubled country. The recent elections that dislodged the ruling racial and ethnic oligarchy of South Africa make this country unique in the post-colonial world. The course will begin by examining anthropological evidence regarding indigenous cultures, and move on to study the initiation and expansion of white settlement and the African resistance that whites encountered; the effects of gold mining; the development of racially based conflict; and African nationalism and responses to apartheid. The course will end with discussions both of recent events in South Africa and of the theoretical foundations for historical writing on South Africa. Roughly half the course will be spent on the pre-industrial period (until 1869), and half on the period after the major mineral discoveries. Two class meetings per week.

Second semester. Omitted 2001-02. Professor Redding.

66f. Disease and Doctors: An Introduction to the History of Western Medicine. (^{C}) Disease has always been a part of human experience; doctoring is among our oldest professions. This course surveys the history of Western medicine from antiquity to the modern era. It does so by focusing on the relationship between medical theory and medical practice, giving special attention to Hippocratic medical learning and the methods by which Hippocratic practitioners built a clientele, medieval uses of ancient medical theories in the definition and treatment of disease, the genesis of novel chemical, anatomical, and physiological conceptions of disease in the early modern era, and the transformations of medical practice associated with the influence of clinical and experimental medicine in the nineteenth century. The course concludes by examining some contemporary medical dilemmas in the light of their historical antecedents. Two class meetings per week.

First semester. Professor Servos.

67s. Turning Points in the History of Science. (EU^{P}) An introduction to some major issues in the history of science from antiquity to the twentieth century. Topics will include the genesis and decay of a scientific tradition in Greco-Roman antiquity, the reconstitution of that tradition in medieval Europe, the revolution in scientific methods of the seventeenth century, and the emergence of science as a source of power, profit, and cultural authority during the past century. Two class meetings per week.

Second semester. Professor Servos.

68. Science and Society in Modern America. (US) A survey of the social, political, and institutional development of science in America from the Civil War to the present. Emphasis will be on explaining how the United States moved from the periphery to the center of international scientific life. Topics will include the professionalization of science; roles of scientists in industry, education, and government; ideologies of basic research; and the response of American scientists to the two world wars, the Depression, and the Cold War. Two class meetings per week.

Second semester. Professor Servos.

69s. Public History in the United States. (US) This course examines the many ways Americans encounter their pasts—in textbooks, films, monuments, museums, historic sites, and public policy. The versions of history presented in these public forums challenge and augment the interpretations of professional historians, and raise questions about who *owns* and *interprets* the past. Readings will include works on the overall problem of history's relationship to "memory" and "heritage," as well as several case studies that look closely at the politics of public history. Examples might include the ongoing assertions of Confederate heritage, Native American claims to historical places and objects, the National Park Service's interpretation of battlefields and parks, the Smithsonian's exhibition on the use of the atomic bomb, debates over reparations for historical injustice, and commemorations of the Oklahoma City bombing. Requirements include several short papers and an individual project that explores how a particular historical event might be visualized and presented to a broad public audience. Two class meetings per week.

Limited to 30 students. Second semester. Professors Blight and Sandweiss.

SEMINARS (UPPER-LEVEL COURSES)

73s. Seminar on the American Defeat and Occupation of Japan. (AS or US) (Also Asian 50.) This seminar will examine the Pacific War, the surrender of Japan in 1945, and the Allied military occupation of Japan from 1945 to 1952. The theme of the course is the transformation of Japan from a military, colonial power to a democratic, pacifist nation relying on the U.S. for its national security. After a brief review of the Pacific War, the course will analyze American wartime planning for the occupation and development of a statement of the goals of the U.S. and its allies (Potsdam Declaration) for postwar Japan. We will then examine how the American military commander, General Douglas MacArthur, conducted trials of war criminals, constitutional revision, land reform, education reform, and the break-up of large corporations. We will also consider MacArthur's relations with Emperor Hirohito, conflicts with Washington, and the impact of the Korean War on occupation policy. Students will write a research paper on a subject agreed upon with the instructor. One class meeting per week.

Limited to 20 students. Second semester. Professor Moore.

74. Topics in the History of Sex, Gender and the Family. (^{C}) (Also Women and Gender Studies 20.) The topic changes from year to year. One class meeting per week.

Limited to 15 students. Second semester. Omitted 2001-02. Professor Hunt.

75. Seminar on Modern European History. The seminar topic changes each time the course is taught. In fall 2001 we will engage—through reading, writing, and discussion—in close examination of a range of events that occurred during the 1970s, a despised and neglected decade of Europe's recent past. Among the topics to be considered are "Bloody Sunday" (1972) in Northern Ireland, domestic terrorism in Italy (the Red Brigade) and West Germany (the Baader-Meinhof group), and organized dissent within the Warsaw Pact countries (KOR in Poland, Charter 77 in Czechoslovakia). Special attention will be given to the historical significance of "rock" music on both sides of the Iron Curtain in the post-1968 era (the Sex Pistols, the Plastic People of the Universe).

Not open to first-year students. First semester. Professor Bezucha.

76f. Seminar on the Politics of Memory: Twentieth-Century Europe. (EU) This course will explore the role of historical memory in the politics of twentieth-century Europe. It will examine how evolving memories of major historical events have been articulated and exploited in the political cultures of England, France, Germany, Eastern Europe, and the Soviet Union/Russia. Topics will include the politics of memory surrounding World Wars I and II, Vichy France, the Holocaust, Soviet Stalinism, and Eastern European communism. Seminar participants will also discuss general issues concerning collective memory: why societies remember and forget historical events, how collective memories resurface, the relationship between memory and authenticity, and the pitfalls of politicizing historical memory. Finally, seminar participants will analyze different sites of memory including film, ritual, monuments, legal proceedings, and state-sponsored cults. One class meeting per week.

Limited to 20 students. First semester. Omitted 2001-02. Professor Epstein.

79s. Luce Seminar: The Histories of Human Rights. (^{C}) In this course we will examine the theory and practice of human rights in broad, historical terms. We will consider not only the modern, institutional history of human rights which begins after the Second World War with the various United Nations Declarations and Covenants of Rights, but also the more expansive tradition of philosophical notions of legal entitlement, moral obligations and human worth. Thus we will consider the writings of Locke, Hume, Rousseau and Marx amongst others, alongside the historical effects of the French Revolution, the International Abolitionist movement against slavery, and the various International Workers Movements. Such a broad scope will allow us to develop a critical understanding of the frequent appeals to human rights in our world today:

the substance and value of such appeals as well as their limitations and restraints. One class meeting per week.

Admission with consent of the instructor. Second semester. Professor Hussain.

80. Seminar in Russian History. (EU) The topic for spring 2002 is "Russia in the Era of Constitutional Monarchy, 1905-1917." Until the collapse of the Soviet Union the Russian revolution of 1905 was almost universally regarded as a dress rehearsal for the 1917 Great October Revolution. But the revolution did open a brief era of political, legal and economic reforms. Historians are now able to examine the period freed of the weight of historical inevitability, and consider whether these years of Russian history provide useful models for contemporary Russian leaders. Class reports and a research paper. One class meeting per week.

Not open to first-year students. Limited to 20 students. Second semester. Professor Czap.

81. Seminar on the Social and Cultural History of New England. (US^P) This seminar provides an interdisciplinary examination of the creation and transformation of cultural patterns in New England. Drawing upon the resources of Historic Deerfield, Amherst College, Old Sturbridge Village, and other sites, the course will introduce students to the variety of artifacts, landscapes and documentary sources that can be used to explore the history of this region from 1500 to 1900. It will make use of the work of archaeologists, anthropologists, and cultural geographers as well as economic, intellectual, and social historians. Two class meetings per week.

Requisite: History 8 or 37 or consent of the instructor. Limited to 20 students. First semester. Omitted 2001-02. Professor Sweeney.

82. Seminar on Race and Reunion: The Memory of the Civil War. (US) (Also Black Studies 84). This course will explore the meaning and memory of the Civil War and Reconstruction in American cultural history from the 1870s to the 1930s. Two broad themes will be the focus of the seminar: one, the memory of slavery, emancipation, and the ideal of racial equality; and two, the memory of sectionalism, war, and reunion. Sub-themes will include the Lost Cause, the New South, veterans' organizations and the martial ideal, national reconciliation in politics, America's emergence as an imperial power, popular culture (including film), Jim Crow, racial violence, historiography of slavery and Reconstruction, black community and protest organizations, and debates over the nature of collective memory and cultural mythology. Readings will consist of history and fiction. Historical works will set the stage for a broad exploration of the contending cultural memories of the Civil War era.

Not open to first-year students. Admission with consent of the instructor. Combined enrollment limited to 20 students. Second semester. Omitted 2001-02. Professor Blight.

84. Seminar in U.S. Cultural History. (US) The topic for 2001-02 is "Culture Wars." The seminar will explore cultural conflicts in America from the early nineteenth century to the present. Topics may include conflicts over alcohol and drug use, over freedom of the press, over immigration, over the teaching of evolution, over prostitution, and over "decency" in movies and other forms of entertainment. Special attention will be paid to the class and ethnic roots of such conflicts. Students will be expected to write a research paper on a subject of their choice. One class meeting per week.

Admission with consent of the instructor. Preference given to History majors. Limited to 20 students. Second semester. Professor Couvares.

85. Seminar in Western American History. (US) This seminar will focus on how visual images—including maps, prints, paintings, photographs, and films—can be used as primary source materials to understand some of the central issues of western American history. We will examine a broad range of images with particular attention to content and authorial intent, patronage, and the modes of production and dissemination, in order to understand how images have shaped American perceptions of the western landscape and the diverse peoples of the West. Particular attention will be given to the ways in which images have both expressed and influenced broader cultural ideas relating to exploration and settlement, relations between native and non-native peoples, and the creation of the National Parks. Students will be expected to write a research paper on a topic of their choice. Two class meetings per week.

Limited to 20 students. First semester. Professor Sandweiss.

86f. Seminar on Trade and Plunder in Latin America and the Caribbean. (LA or AF) This course will deal with the Age of European mercantile expansionism in the region. Topics to be discussed will include the basis for Spain's hegemonic claim to it; the response of Spain's maritime enemies to this monopoly particularly through their *corsairs*, privateers, pirates and *buccaneers*, and the extent to which these groups undermined Spain's hegemony as they helped the British and French especially in their empire-building in the Caribbean, Central and South America. Readings will include primary source documents such as papal bulls, the *Requerimiento*, treaties like Tordesillas and Godolphin, chronicles, eyewitnesses' accounts and historical narratives. One class meeting per week.

First semester. Omitted 2001-02. Professor Campbell.

88. Comparative Slave Systems. (^{C}) This course is an introduction to the history of slavery from the ancient period to modern New World plantation slavery, focusing on major topics such as demographic patterns, political and economic organizations and philosophical, religious and moral attitudes to slavery in different societies throughout the centuries. It is intended to give a wide perspective of slavery, showing that slavery as a system of labor existed in practically all known societies but identifying certain significant differences found in the New World plantation systems. One class meeting per week.

Second semester. Omitted 2001-02. Professor Campbell.

90. Seminar on Race and Identity in Latin America. (LA) This seminar will examine closely the social, cultural and political meanings of race and racial identity in Latin America since the middle of the nineteenth century. Through a close examination and discussion of course materials (including films, music, and primary source documents as well as academic texts), we will attempt to understand the historical persistence of racial discrimination in Latin America's multicultural societies, even in countries that have constructed their national ideologies on the basis of racial and cultural mixture. Topics examined will include the economic and legal dimensions of racial inequality, the so-called "scientific" racism of the nineteenth century, the twentieth-century ideal of "racial democracy," race and gender, race and culture, race and nationalism, and the politics of racial and ethnic identity. One class meeting per week.

Limited to 15 students. Second semester. Omitted 2001-02.

91s. Histories of Consumption: Western Europe, the U.S., Japan. (^{C}) (Also Asian 52.) Since the 1980s, the history of consumerism—or of department stores, kleptomania, world's fairs, fashion, and advertising, to name just a few of the topics that have attracted special attention—has become a burgeoning new field of study. This seminar takes a comparative approach to introduce and explore the central issues that have emerged in this new literature. While much of the groundbreaking work has focused on Western Europe and the United States in the nineteenth and early twentieth centuries, recent research on the history of modern Japanese consumer culture has begun to enlarge our understanding of what is, after all, a global phenomenon. We will consider some of the major theorists of consumption (such as Marx, Veblen, Bourdieu) as well as key problems in the historical study of consumerism West and East that these have helped to inform. In addition to the ongoing debates on class and gender formation, we will also address questions of national identity, leisure, and the exotic raised by the Japanese material in particular. One class meeting per week.

Not open to first-year students. Limited to 15 students. Second semester. Omitted 2001-02. Professor Brandt.

92f. Topics in African History. The topic changes from year to year. One class meeting per week.

Limited to 20 students. Admission with consent of the instructor. First semester. Omitted 2001-02. Professor Redding.

95. Slavery and Serfdom: The United States and Russia in Comparative Perspective. (^{C}) (Also Black Studies 55.) A comparative history of bound labor systems in nineteenth-century Russia and the United States. Emphasis will be placed on the origins and development of slavery and serfdom, including each system's statutory basis, political ideologies, opposition movements, and intellectual defenses. The emancipation of the serfs (1861) and slaves (1863), as well as the fiftieth anniversaries of these events (1911 and 1913), in their respective countries will be assessed. Readings will include comparative historiography, histories of slavery, Tsarist Russia and Civil War era America, and slave and serf narratives. This course is one in which students choosing to do so may complete the substantial essay required to meet one of the requirements for the major. Otherwise students will be expected to complete a number of shorter pieces of writing. Two class meetings per week.

Limited to 40 students. Previous course(s) in U.S. or Russian history highly recommended. First semester. Professors Blight and Czap.

99. Proseminar in History: Writing the Past. This course offers an opportunity for history majors to reflect upon the practice of history. How do we claim to know anything about the past at all? How do historians construct the stories they tell about the past from the fragmentary remnants of former times? What is the connection of historians' work to public memory? How do we judge the truth and value of these stories and memories? The course explores questions such as these through readings and case studies drawn from a variety of places and times. Two class meetings a week.

Not open to first-year students. Required of all history majors. First semester. Professor Czap.

99s. Proseminar in History: Writing the Past. Same description as History 99.

Not open to first-year students. Required of all history majors. Second semester. Professor Cheyette.

77, D77, 78, D78. Senior Departmental Honors. Culminating in one or more pieces of historical writing which may be submitted to the Department for a degree with Honors. Normally to be taken as a single course but, with permission of the Department, as a double course as well.

Open to Juniors and Seniors. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course. First and second semesters.

RELATED COURSES

The Sixties in America. See American Studies 12.
Second semester. The Department.

The Crisis of the State in Africa. (AF) See Anthropology 42.
Recommended: A prior course pertaining to Africa and consent of the instructors. Limited to 20 students. Second semester. Omitted 2001-02. Professors Goheen and Redding.

Seminar in Black Studies. (AF) See Black Studies 68.
Second semester. Omitted 2001-02.

Greek History. (EU^P) See Classics 32f.
First semester. Omitted 2001-02. Professor Sinos.

History of Rome: The Roman Empire, 31 BCE-235 CE. (EU^P) See Classics 33s.
Second semester. Professor Damon.

Economic History of the United States, 1600-1860. (US) See Economics 28f.
Requisite: Economics 11. First semester. Professor Barbezat.

Economic History of the United States, 1865-1965. See Economics 29s.
Second semester. Professor Barbezat.

The Age of Chivalry: Women, Knights, and Poets. (EU^P) See European Studies 23.
First semester. Professors Cheyette and Chickering.

Law and Social Relations: Persons, Identities and Groups. (^{C}) See Law, Jurisprudence and Social Thought 28f.
First semester. Omitted 2001-02. Professor Umphrey.

History of Christianity—The Early Years. (EU^P) See Religion 45.
First semester. Omitted 2001-02. Professor Doran.

KENAN COLLOQUIUM

Every three years the President selects as William R. Kenan, Jr., Professor a faculty member distinguished for scholarship and teaching. The Kenan Professor devises a colloquium or seminar, usually interdisciplinary in nature, to be taught in conjunction with one or more junior faculty members.

20. Making Memorials. This is a course about what happens to difficult memories: memories that are intensely personal, but made public, memories that belong to communities, but which become ideologically possessed by history, politics, or the media. How are memories processed into memorials? What constitutes a memorial? What gets included or excluded? How is memory performed in cultural objects, spaces, and institutions? What is the relationship between the politics of representation and memory? Who owns memory? Who is authorized to convey it? This course will explore the spaces in which memories are "preserved" and experienced. Our attention will focus on the transformation of private and public memories in works of architecture and the visual arts in Germany and the United States. One class meeting per week.

Students should consult individual departments to determine whether this colloquium can be accepted for major credit. Second semester. Professors Clark and Gilpin.

LATIN AMERICAN STUDIES

Amherst students interested in Latin American Studies have the following two options: (1) they can, in conjunction with an advisor and with the approval of the Committee on Academic Standing and Special Majors, design their own Latin American Studies major, taking advantage of the varied Five College offerings in the field; (2) they can participate in the Five College Latin American and Caribbean Studies Certificate Program. This is not a major program and is viewed as supplementary to work done by the major.

Information about the Certificate can be found on page 308. Students interested in a Latin American Studies major are advised of the following faculty at the College who are available for counselling in Latin American Studies: Professors Cobham-Sander of the English and Black Studies Departments, Professor Campbell of the History Department, and Professors Benítez-Rojo, Maraniss, and Stavans of the Spanish Department.

Individual courses related to the Latin American area which are offered at the College include: English 55 and 99; History 11, 12, 13, 28, 52, 53, 54, 55, 86, and 90; Political Science 22, 31, 48, and 69; and Spanish 17, 26, 29, 33, 36, 38, 39, 40, 41, 46, 48, 51, 53, 55, and 57.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

Professors Kearns and Sarat, Associate Professors Douglas and Umphrey (Chair), Luce Visiting Assistant Professor Hussain†, Visiting Assistant Professor Delaney, Visiting Lecturer Berkowitz.

The Department of Law, Jurisprudence and Social Thought (LJST) places the study of law within the context of a liberal arts education. The Department offers courses that treat law as an historically evolving and culturally specific enterprise in which moral argument, distinctive interpretive practices, and force are brought to bear on the organization of social life. These courses use legal materials to explore conventions of reading, argument and proof, problems of justice and injustice, tensions between authority and community, and contests over social meanings and practices.

Major Program. A major in Law, Jurisprudence and Social Thought consists of a minimum of nine courses. Offerings in the Department include courses in Legal Theory (these courses emphasize the moral and philosophical dimensions that inform legal life and link the study of law with the history of social and political thought), Interpretive Practices (these courses emphasize the ways law attempts to resolve normative problems through rituals of textual interpretation), Legal Institutions (these courses focus on the particular ways different legal institutions translate moral judgments and interpretive practices into regulation and socially sanctioned force), and Historical and Cross-Cultural Perspectives

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†On leave first semester 2001-02.

(these courses explore the ways in which law and societies change over time, as well as the interdependence of law and culture).

Courses required of all majors are: LJST 18f (The Social Organization of Law) and LJST 26 (The Image of Law in Social and Political Thought). These courses should be taken preferably during the first or second year. In addition, majors must complete one course in Interpretive Practices, and one course in Historical and Cross-Cultural Perspectives. Students should consult with their advisor to determine which courses fulfill these requirements. It is also recommended that majors take one course designated as a Seminar which will normally be limited in enrollment, emphasize independent inquiry, and require substantial writing.

Students may receive credit toward a major in LJST for no more than two courses from outside the Department which are listed for inclusion in a Law, Jurisprudence and Social Thought major.

Departmental Honors Program. The Department awards Honors to Seniors who have achieved distinction in course work for the nine courses required of all majors, have completed, in addition, a two-course Honors Tutorial (LJST 77 and 78), and have submitted a thesis of Honors quality. In special cases and with the approval of the entire Department, a student may be permitted to devote three courses to his or her Honors project.

Students seeking to do Departmental Honors work must have a college-wide grade average of B+. In addition, they must submit, at the beginning of the first week of classes in the first semester of their senior year, a description of an area of inquiry or topic to be covered, a list of courses which provide necessary background for the work to be undertaken, and a bibliography. Students contemplating Honors work should consult with members of the Department during the second semester of their junior year to define a suitable Honors project.

Admission to the Honors Program is contingent on the Department's judgment of the feasibility and value of the student's proposal as well as on his or her preparation and capacity to carry it through to a fruitful conclusion. The Department normally requires a first draft of the Honors thesis to be submitted before the beginning of the second semester. Honors theses will be evaluated by a committee of readers whose members will make recommendations to the Department concerning level of Honors.

Post-Graduate Study. LJST is not a pre-law program designed to serve the needs of those contemplating careers in law. While medical schools have prescribed requirements for admission, there is no parallel in the world of legal education. Law schools generally advise students to obtain a broad liberal arts education; they are as receptive to students who major in physics, mathematics, history or philosophy as they would be to students who major in LJST.

LJST majors will be qualified for a wide variety of careers. Some might do graduate work in legal studies, others might pursue graduate studies in political science, history, philosophy, sociology, or comparative literature. For those not inclined toward careers in teaching and scholarship, LJST would prepare students for work in the private or public sector or for careers in social service.

18f. The Social Organization of Law. (Also Political Science 18f.) Law in the United States is everywhere, ordering the most minute details of daily life while at the same time making life and death judgments. Our law is many things at once—majestic and ordinary, monstrous and merciful, concerned with morality, yet often righteously indifferent to moral argument. Powerful and important in social life, the law remains elusive and mysterious. This power and mystery is reflected in, and made possible by, a complex bureaucratic apparatus which translates words into deeds and rhetorical gestures into social practices.

This course will examine that apparatus. It will describe how the problems and possibilities of social organization shape law as well as how the social organization of law responds to persons of different classes, races and genders. We will attend to the peculiar ways the American legal system deals with the human suffering—with examples ranging from the legal treatment of persons living in poverty to the treatment of victims of sexual assault. How is law organized to cope with their pain? How are the actions of persons who inflict injuries on others defined in legal terms? Here we will examine cases on self-defense and capital punishment. Throughout, attention will be given to the practices of police, prosecutors, judges, and those who administer law's complex bureaucratic apparatus.

First semester. Professor Sarat.

20. Murder. Murder is the most serious offense against the legal order and is subject to its most punitive responses. It gives meaning to law by establishing the limits of law's authority and its capacity to tame violence. Murder is, in addition, a persistent motif in literature and popular culture used to organize narratives of heroism and corruption, good and evil, fate and irrational misfortune. This course considers murder in law, literature and popular culture. It begins by exploring various types of murders (from "ordinary murder" to serial killing and genocide) and inquiring about the differences among them. It examines the definition of homicide in different historical and cultural contexts and compares that crime with other killings which law condemns (e.g., euthanasia and assisted suicide) as well as those it tolerates or itself carries out. It asks how, if at all, those who kill are different from those who do not and whether murder should be understood as an act of defiant freedom or simply of moral depravity. In addition, we will analyze the increasing prevalence of murder in American urban life as well as its various cultural representations. Can such representations ever adequately capture murder, the murderer, and the fear that both arose? How is murder commodified and consumed in popular culture? What is the significance of such commodification and consumption for the way it finds its way into law's own narratives? The course will draw on legal cases and jurisprudential writings, murder mysteries, texts such as *Oedipus Rex*, *Crime and Punishment*, *Macbeth*, Poe's "The Black Cat," Capote's *In Cold Blood*, Arendt's *Eichmann in Jerusalem*, Mailer's *Executioner's Song*, and Theroux's *Chicago Loop*, and films such as Hitchcock's *Rope*, *Thelma and Louise*, *Silence of the Lambs*, and *Menace to Society*. Throughout, we will ask what we can learn about law and culture from the way both imagine, represent and respond to murder.

Second semester. Professor Sarat.

21. The Foundation of Law, The Quest for Justice: Interpretation, Obligation, and Freedom. The idea of law without justice conjures images of totalitarian states and primitive social orders. Law, we insist, has an intimate bond with justice. For without the justificatory mantle, the law appears to be reduced to mere force. The law, in other words, seems to demand a foundation in justice. Is it possible, however, for modern law to offer a sound justification for its commands and deeds? Given the interpretive critique of law that denies the ability of rules to constrain legal meaning, how is the just application of general rules to specific cases imaginable? Is it possible, given the manifold of interpretive possibilities and the impossibility of certain legal judgments, to justify legal decisions and legal punishments? Can we justly speak of a duty to obey the law? Of the idea of legal responsibility?

Through readings of legal cases from Torts and excerpts from literary and philosophical texts, we seek to understand the problem of interpretation and its influence on the ideas of punishment, duty, freedom, causation, wrong, harm and, most importantly, justice that lie at the foundation of our modern legal system. How does our legal system and, in fact, how do we ourselves think about the relation of justice and law? In the second part of the course, we turn to the question: what idea of justice might possibly support a just legal system? To do so, we turn to one of the great books in the history of philosophy and jurisprudence, Immanuel Kant's *Groundwork of the Metaphysics of Morals*. Through a sustained engagement with Kant's short text, we will seek to learn what a legal system grounded in justice might look like. What, in other words, is the ideal of justice that might serve as a foundation of law?

First semester. Lecturer Berkowitz.

23. Legal Institutions and Democratic Practice. This course will examine the relationship between legal institutions and democratic practice. How do judicial decisions balance the preferences of the majority and the rights of minorities? Is it possible to reconcile the role that partisan dialogue and commitment play in a democracy with an interest in the neutral administration of law? How does the provisional nature of legislative choice square with the finality of judicial mandate? By focusing on the United States Supreme Court, we will consider various attempts to justify that institution's power to offer final decisions and binding interpretations of the Constitution that upset majoritarian preferences. We will examine the origins and historical development of the practice of judicial review and consider judicial responses to such critical issues as slavery, the New Deal, and abortion. The evolving contours of Supreme Court doctrine will be analyzed in the light of a continuing effort to articulate a compelling justification for the practice of judicial intervention in the normal operation of a constitutional democracy.

First semester. Professor Douglas.

24f. Property, Liberty and Law. What we call property is enormously important in establishing the nature of a legal regime. Moreover, an exploration of property offers a window on how a culture sees itself. Examining how property notions are used and modified in practice can also provide critical insights into many aspects of social history and contemporary social reality.

We will begin our discussion of property by treating it as an open-ended cluster of commonplace and more specialized notions (e.g., owner, gift, lease, estate) used to understand and shape the world. We will look at how the relation of property to such values as privacy, security, citizenship and justice has been understood in political and legal theory and how different conceptions of these relations have entered into constitutional debates. We will also study the relationship of property and the self (How might one's relation to property enter into conceptions of self? Do we "own" ourselves? Our bodies or likenesses? Our thoughts?), property and everyday life (How are conceptions of property used to understand home, work and community?) and property and culture, (Do our conceptions of property influence understandings of cultural differences between ourselves and others? Does it make sense to claim ownership over one's ancestors?). In sum, this course will raise questions about how property shapes our understandings of liberty, personhood, agency and power.

First semester. Professor Delaney.

25s. Film, Myth, and the Law. The proliferation of law in film and on television has expanded the sphere of legal life itself. Law lives in images which today saturate our culture and have a power all their own, and the moving image provides a domain in which legal power operates independently of law's formal institutions. This course will consider what happens when legal events are re-narrated in film, and examine film's treatment of legal officials, events, and institutions (e.g., police, lawyers, judges, trials, executions, prisons). Does film open up new possibilities of judgment, model new modes of interpretation, and provide new insights into law's violence? We will discuss ways in which myths about law are reproduced and contested in film. Moreover, attending to the visual dimensions of law's imagined lives, we ask whether law provides a template for film spectatorship, positioning viewers as detectives and as jurors, and whether film, in turn, sponsors a distinctive visual aesthetics of law. Among the films we may consider are *Inherit the Wind, Northside 777, Judgment at Nuremberg, Rear Window, Psycho, Silence of the Lambs, A Question of Silence, The Sweet Hereafter, Dead Man Walking, Anatomy of a Murder, Erin Brockovich, Basic Instinct, The Shawshank Redemption, Unforgiven,* and *A Civil Action.* Throughout we will draw upon film theory and criticism as well as the scholarly literature on law, myth, and film.

Second semester. Professors Sarat and Umphrey.

26. The Image of Law in Social and Political Thought. Law haunts the imagination of social and political thinkers. For some, law is a crucial tool for the radical reconstruction of society, an essential component of any utopian project. For others, law is by its very nature conservative, ever wedded to the status quo, a cumbersome and confusing apparatus made necessary by a world of imperfection. This course will attempt to make sense of the diverse and contradictory images of law which inform the work of social and political theorists. We will examine how images of law both lie at the center of, and are constituted by, concepts of personhood, community, legitimacy, and power. Readings include works by Plato, Augustine, Blackstone, Marx, Freud, and such contemporary thinkers as Judith Shklar and Roberto Unger.

Second semester. Professor Kearns.

28f. Law and Social Relations: Persons, Identities and Groups. This course will explore the tangled history of social difference and dominance in American law. We will examine the contradictions and tensions inherent in legal meanings of identity in the context of laws concerning race and ethnicity, gender, religion, class, and sexual orientation. Which identities have been included and which have been excluded from legal protection at specific historical moments, and why? How historically contingent is the content of, for example, the category of "race" in equal protection analysis? What tensions have emerged in different eras between the competing constitutional values of individual liberty and social equality? We will read both constitutional cases and works of fiction, as well as historical and contemporary legal commentary, and will focus particularly on interpretations of the First and Fourteenth Amendments.

First semester. Omitted 2001-02. Professor Umphrey.

30. The Rhetoric of Law: Nietzsche and the Art of Legislation. We live in an age of specialization and the separation of spheres. Law, for example, is distinguished from morality, from politics, from religion. All of these, in turn, are understood to be distinct from art. As a separate discipline, art has been, since the eighteenth century, relegated to the science of aesthetics, the study of a thing's effects upon our sensibility. And yet, art is much more than simply a technique for manipulating sensibility. Art, from the Greek Arete (meaning virtue or skill) is a skill, fittingness, or knowledge regarding the producing or making of something, and specifically a skill or knowledge concerning beauty. In this course, we will ask after the relation between art, beauty, and law. Is the making of laws through legislation a science proceeding according to technical reason? Or, is legislation rather like a work of art, so that the art of legislation is in some way essentially guided by beauty?

To explore the relation between art, beauty, and law, we will be guided by Friedrich Nietzsche's claim that art is greater than truth. The artist, Nietzsche writes, is the true legislator. But how does an artist legislate? And in what ways is legislation art? Through close readings of Nietzsche's *The Birth of Tragedy, The Case of Wagner*, and parts of the *Will to Power*, we will attempt to gain insight into the relation between art and law.

Second semester. Lecturer Berkowitz.

32. Law's Nature: Humans, the Environment and the Predicament of Law. "Nature" is at once among the most basic of concepts and among the most ambiguous. Law is often called upon to clarify the meaning of nature. In doing so it raises questions about what it means to be human.

This course is organized around three questions. First, what does law as a humanistic discipline say about nature? Second, what can law's conception of nature tell us about shifting conceptions of humanness. Third, what can we learn by attending to these questions about law's own situation in the world and its ability to tell us who we are? We will address these questions by starting with the environment (specifically wilderness). We will then expand our view of nature by examining legal engagements with animals (endangered species, animals in scientific experiments, and pets), human bodies (reproductive technologies, involuntary biological alterations, the right to die) and brains (genetic or hormonal bases for criminal defenses). Throughout, we will focus our attention on the themes of knowledge, control and change. We will look, for example, at relationships between legal and scientific forms of knowledge and the problematic role of expert knowledge in adjudicating normative disputes. We will also look at law's response to radical, technologically induced changes in relations between humans and nature, and to arguments in favor of limiting such transformations.

Second semester. Professor Delaney.

33s. Race, Place, and the Law. Understandings of and conflicts about place are of central significance to the experience and history of race and race relations in America. The shaping and reshaping of places is an important ingredient in the constitution and revision of racial identities: think of "the ghetto," Chinatown, or "Indian Country." Law, in its various manifestations, has been intimately involved in the processes which have shaped geographies of race from the colonial period to the present day: legally mandated racial segregation was intended to impose and maintain both spatial and social distance between members of different races.

The objective of this course is to explore the complex intersections of race, place, and law. Our aim is to gain some understanding of geographies of race "on-the-ground" in real places, and of the role of legal practices—especially legal argument—in efforts to challenge and reinforce these racial geographies. We will ask, for example, how claims about responsibility, community, rationality, equality, justice, and democracy have been used to justify or resist both racial segregation and integration, access and expulsion. In short, we will ask how moral argument and legal discourse have contributed to the formation of the geographies of race that we all inhabit. Much of our attention will be given to a legal-geographic exploration of African-American experiences. But we will also look at how race, place and the law have shaped the distinctive experiences of Native Americans, Hispanic Americans, and Asian Americans.

Second semester. Omitted 2001-02. Professor Delaney.

34f. Law, Crime, and Cultural Processes. Crime and criminality are the sites where law most directly and forcefully intervenes in everyday life through ritual and spectacle, through the construction of boundaries that include or exclude certain kinds of behavior or types of individuals from the polity, and through direct physical violence and the containment of bodies. This course will address, both historically and theoretically, the ways in which crime and criminality have been imagined, enacted, and punished over the last two centuries. Exploring the interplay of criminological discourse and popular culture, we will examine the movement from what Michel Foucault has described as a "society of spectacle," in which punishment was public and bodily, toward a "society of surveillance" in which criminals are scrutinized and remade behind and outside the high walls of the penitentiary. We will also sort through various theories of criminality and inquire into their cultural assumptions and consequences. Can criminal activity be represented as a product of biology, or environment, or sensibility? Who ought to be held legally or morally responsible for his or her acts? What are the social and cultural conditions that have produced various competing understandings of "the criminal," and why might we excuse, tolerate, even condone some illegalities at any given moment in history? In answering those questions we will draw upon a mix of historical, literary, philosophical, social scientific, and filmic texts.

First semester. Professor Umphrey.

36. Accusation and Confession. For an individual suspected of wrongdoing, the power of law is revealed most acutely at the moment of accusation. The accused finds himself wrenched from his everyday life, pitted against the mobilized resources of the state, his innocence called into question. At the same moment that accusations are made, complex procedures designed to protect the accused from the naked force of the state are set into motion. This course will examine the legal process of accusation, the human experience of being accused, and the unusual and often perplexing means by which judgments about guilt and innocence are made in the American legal system. What is the meaning of a presumption of innocence when the very act of accusation exposes the individual to a withering implication of guilt? How do we interpret the accused's right to silence when the very idea of being accused seems to demand a response? How can we best understand the claims of innocence or the confessions that individuals offer in the face of accusation? How does the legal concept of "guilt" comport with the same notion as presented in works of literature and philosophy?

Second semester. Omitted 2001-02. Professor Douglas.

38. Artistic Representation and Legal Regulation. Both the judicial and the artistic temper strive to order the world meaningfully, yet often the legal and the creative find themselves in conflict. This course will undertake a broad investigation of the relationship between law and the creative arts. What role should law play in the cultural life of a community? What can we learn about the law by studying its preoccupation with artistic creation? How does the law authorize and restrain creative work through such concepts as "originality," "defamation," and "obscenity"? What are the judicial and aesthetic consequences of the law's attempt to protect the "fruits of creative labor" through doctrines of intellectual property such as copyright? How have these doctrines evolved historically and can they be applied to contemporary cultural artifacts? These inquiries will lead us to consider the nature of the aesthetic response to legal interventions in the art world: How is the law imagined and constructed in contemporary cultural representations? Materials include contributions to aesthetic and legal theory, literature and film, as well as selected cases.

Limited to 20 students. Second semester. Professor Douglas.

39. Re-Imagining Law: Feminist Interpretations. (Also Political Science 39.) See Political Science 39.

Open to Juniors and Seniors. First semester. Omitted 2001-02. Professor Bumiller.

40. Law's Madness. We imagine law to be a system of reason that governs and pacifies a disorderly world. And yet what if one were to reimagine law as constituted as much by its irrationalities as its rationality? To ask that question is to enter the language of psychoanalysis, and the theories proposed by Sigmund Freud to explain human irrationalities. Freud suggests that the human psyche is organized around the need to repress or regulate two fundamental "drives" that, if fully realized, would destroy human communities: the instincts toward aggression and sexual satisfaction. This course, following Freud, theorizes law as emerging out of and actively engaging in repressions of those fundamental drives or desires—both its own and those of the legal subjects who come before it. We will try to understand the ways in which law defines rationality, and will assess the extent to which we can assimilate law's authority not to reason but, as Freud suggests, to the (sometimes violent) authority of the superego. We will then explore the implications of Freud's gendering of law as the law of the father, with the further repressions that gendering entails, particularly in the landscape of sexual desire. Finally, we will speculate on the ways in which we make law an object of our own desire, which themselves depend upon the repression of law's violence.

Second semester. Professor Umphrey.

41. Interpretation in Law and Literature. Interpretation lies at the center of much legal and literary activity. Both law and literature are in the business of making sense of texts—statutes, constitutions, poems or stories. Both disciplines confront similar questions regarding the nature of interpretive practice: Should interpretation always be directed to recovering the intent of the author? If we abandon intentionalism as a theory of textual meaning, how do we judge the "excellence" of our interpretations? How can the critic or judge continue to claim to read in a manner deemed "authoritative" in the face of interpretive plurality? In the last few years, a remarkable dialogue has burgeoned between law and literature as both disciplines have grappled with life in a world in which "there are no facts, only interpretations." This seminar will examine contemporary theories of interpretation as they inform legal and literary understandings. Readings will include works of literature (Hemingway, Kafka, Woolf) and court cases, as well as contributions by theorists of interpretation such as Spinoza, Dilthey, Freud, Geertz, Kermode, Dworkin, and Sontag.

Limited to 20 students. First semester. Professor Douglas.

42f. Policing: Legal Practices and Popular Imagination. The word "policing" suggests an act or a process, the construction and supervision of borders, the constant demonstration and imposition of authority or force over a person, group, behavior, or space presumed to be a threat to order. This course will explore policing as both a material practice and a cultural trope. We will examine the history of the police and various police tactics for maintaining order, constantly bearing in mind the blurred line between the police and the criminal, their interdependent identities and violent underpinnings. At the same time, we will consider "popular" policing and various kinds of social regulation as extensions of the state's police power. On still another level, we will search out policing as a cultural phenomenon and an epistemological category. What is the relation between policing and detection? Between policing and surveillance? What role do the imaginary and the aesthetic play in giving meaning to the idea of policing? How are these meanings inscribed in popular cultural forms (the roman policier, the journalistic exposé, *film noir*) and contemporary life (home-video culture, on-the-job surveillance)?

First semester. Professor Umphrey.

43s. Law's History. History is the backbone of the common law, a body of principles developed over time through a slow accretion of decisions constantly engaged with their own historical antecedents, or "precedent." Thus, questions of history are integral to an understanding of the rhetorical and hermeneutic practices involved in the creation of legal doctrine. Paying close attention to legal texts—opinions, treatises, and commentary—we will examine the way legal scholars and jurists since the eighteenth century have used historical materials to construct narratives that can justify their decisions, and how those uses have changed over time.

Yet the problem of history in law extends beyond its justificatory use in legal texts, and will push us to further questions. What, in the context of doctrine-making, is history? Does it include the personal histories detailed at trial? Does it erase the lived experiences of social groups at specific historical moments? How do these "other" histories, embedded in every legal case but often obscured in judicial opinions and treatises, put into question the legal system's objective epistemological stance toward the very people over whom it presides?

Limited to 20 students. Second semester. Omitted 2001-02. Professor Hussain.

44f. The Civil Rights Movement: From Moral Commitment to Legal Change. In America the term "civil rights" conventionally signifies rights of minorities and, more specifically, rights of African-Americans. It is also sometimes claimed that the expansion of these rights entailed imposing limitations on the rights of others. This course challenges these understandings by examining the idea that all Americans have "civil rights" and that the distribution of civil rights in society need not mean limiting the rights of one group to advance the interests of another. We will explore these propositions through a study of the influence and impact of the Civil Rights Movement from the 1950s to 1970s on American law and American society more generally. We will examine how political movements mobilize moral commitment and the ways such commitment is received in or by legal institutions. After a survey of important legal and social changes brought about by civil rights advocates, we will look at how such changes inspired the contemporary struggles of Native Americans, women, and poor people. In addition, we will examine the meaning of legal equality and recent controversies about affirmative action. Throughout, we will seek to understand how law is changed as well as how law contributes to social change.

First semester. Professor Delaney.

46. The Luce Seminar. Law, God and Modernity. It is the hallmark of modernity that law is secular and rational, made by humans for their purposes. Modern law relegates the divine to the realm of private belief, while the modern state guarantees the uninterrupted observance of a multiplicity of beliefs. Yet secularism has never been an uncontested position and many philosophers have suggested that the sovereignty of the modern state is itself a worldly duplicate of religious understandings of god's omnipotence. Today the connection of law and the sacred has taken on new urgency with the so-called "return of the religious," most famously with the rise of political Islam but also with Christian movements in the west, and with the transformations of sovereignty through globalization. This course is a historical and cross-cultural examination of the relationship of law, sovereignty, and the sacred. It focuses on a range of topics: the understanding of secularism in general and the American doctrine of the separation of church and state in particular; the legal theory of Islamization; the meaning of orthodoxy, both legal and religious. It examines both the secular uses of the concept of the sacred, and the religious deployment of modern legal concepts. It asks how the proper names of law and god are used to anchor various normative visions.

Second semester. Professor Hussain.

48f. Law and Historical Trauma. (Also History 36f.) Certain events in political history—revolutions, civil wars, transitions from authoritarian or totalitarian regimes to political democracy, or particular moments in the ongoing constitutional life of a nation—seem unusual in the breadth and depth of the break or rupture that they make from tradition, the past, and the ongoing self-understandings of a people. Those events pose a special opportunity and challenge for law. Can law repair the traumatic ruptures associated with revolution, civil war, and recent democratic transitions? In such moments does law provide a reassuring sense of stability that serves to maintain the underlying continuity of history? Or, does it compound the crisis of dramatic historical transformation by insisting on judging the past, bringing the losers to justice, and publicly proclaiming the "crimes" of the old order? What can we learn about law by examining its responses to historical trauma? To address these questions we will first examine the idea of trauma and ask what makes particular events traumatic and others not. Is trauma constitutive of law itself? Is law always born in traumatic moments and, at the same time, continuously preoccupied with responding to its own traumatic origins? We will then proceed comparatively and historically by focusing on a series of case studies including colonial revolution in Algeria, Aboriginal rights cases in Australia, slavery and civil war in the United States, and regime changes in South Africa, Germany, and Argentina. In each we will identify the part played by law and ask what we can learn about the capacities and limits of law both to preserve national memory and, at the same time, to build new social and political practices.

First semester. Omitted 2001-02. Professor Hussain.

49. Revenge and Law. To speak of revenge is to open a festering wound at the heart of law that cannot be wished away. On the one hand, law is built upon the exclusion of vengeance. The most basic principle of criminal law is that the state takes over the prosecution of criminals from the victims of crime. In doing so, law insists that that wrong of crime is a public wrong, namely the criminal's wrongful will to break the law. Criminal punishment, therefore, is to be proportional to the wrongful will and not to the damages or harms that result from that will. On the other hand, however, revenge remains a constant presence in criminal law, despite the persistent attempts of philosophers and jurists to banish it. Can revenge be a legitimate and just motive for criminal punishment?

Prior to asking if revenge can justify punishment, it is first necessary to get a handle on revenge itself. To gain clarity concerning revenge, this course will look at the phenomenon of revenge itself as it has been practiced, imagined, and thought throughout history. Through a close reading of texts, films, and art, we will ask: Is there a pre-legal practice of revenge? Can revenge be distinguished from retribution? And, most importantly, what is it about the present age that demands, even necessitates, the persistent and increasing acceptance of revenge as an integral part of law?

First semester. Lecturer Berkowitz.

50. Twentieth-Century American Legal Theory. The discipline of legal theory has the task of making law meaningful to itself. But there is a variety of competing legal theories that can make law meaningful in divergent ways. By what measure are we to assess their adequacy? Is internal coherence the best standard or should legal theory strive to accord with the extra-legal world? Then too, the institutions and practices of law are components of social reality and, therefore, as amenable to sociological or cultural analysis as any other component. Here again, many different kinds of sense can be made of law depending upon how "the social" is itself theorized. This course engages the theme of law and the problems of social reality by way of a three-step approach. The first part of the course presents an overview of the main lines of twentieth-century American legal thought. We begin with a study of legal formalism and the challenges posed to it by legal realism and its various successor theories. One focus of debate between formalism and its rivals is how much social realism should be brought to bear on legal analysis. Another question is: what kind of social realism should be brought to bear on the analysis of law. The second segment of the course provides a survey of some of the candidates. These include the Law and Society Movement, neo-Marxism and Critical Legal Studies. In the final segment we look at how these theoretical issues are given expression in connection with more practical contexts such as poverty law, labor law or criminal law.

Second semester. Professor Delaney.

56. Representing and Judging the Holocaust. This seminar will address some of the foundational questions posed by radical evil to the legal imagination. How have jurists attempted to understand the causes and logic of genocide, and the motives of its perpetrators? Is it possible to "do justice" to such extreme crimes? Is it possible to grasp the complexities of history in the context of criminal trial? What are the special challenges and responsibilities facing those who struggle to submit traumatic history to legal judgment? We will consider these questions by focusing specifically on a range of legal responses to the crimes of the Holocaust. Our examination will be broadly interdisciplinary, as we compare the efforts of jurists to master the problems of representation and judgment posed by extreme crimes with those of historians, social theorists, and artists. Readings will include original material from the Nuremberg, Eichmann, and Irving trials, and works by, among others, Hannah Arendt, Zygmunt Bauman, Christopher Browning, Primo Levi, and Art Spiegelman.

Limited to 18 students. Second semester. Professor Douglas.

77, 78. Senior Departmental Honors. Independent work under the guidance of a tutor assigned by the Department. Open to Senior LJST majors who wish to pursue a self-defined project in reading and writing and to work under the close supervision of a faculty member. Admission is by consent of the Department.

97, 98. Special Topics. Independent Reading Courses. Reading in an area selected by the student and approved in advance by a member of the Department.

RELATED COURSES

History of Anthropological Thought. See Anthropology 23.
Not open to first-year students. First semester. Professor Babb.

Economic Anthropology and Social Theory. See Anthropology 43s.
Second semester. Professor Goheen.

Law and Economics. See Economics 66f.
First semester. Professor Nicholson.

"The Linguistic Turn": Language, Literature and Philosophy. See English 54f.
First semester. Professor Parker.

Colonial Ideologies. See History 35.
First semester. Omitted 2001-02. Professor Hussain.

Luce Seminar: The Histories of Human Rights. See History 79s.
Admission with consent of the instructor. Second semester. Professor Hussain.

Topics in African History. See History 92f.
Limited to 20 students. First semester. Omitted 2001-02. Professor Redding.

Ethical Theory. See Philosophy 34f.
Requisite: One course in philosophy or consent of the instructor. First semester. Professor Shah.

Modern Classics in Political Philosophy. See Political Science 28.
Second semester. Professor Mehta.

The American Constitution I: The Structure of Rights. See Political Science 41.
First semester. Omitted 2001-02. Professor Arkes.

The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." See Political Science 42f.
First semester. Professor Arkes.

Seminar: The Classic Period in American Jurisprudence. See Political Science 58.
Second semester. Omitted 2001-02. Professor Arkes.

Punishment, Politics and Culture. See Political Science 60.
Second semester. Professor Sarat.

Psychology and the Law. See Psychology 63.
First semester. Professor Hart.

Ancient Israel. See Religion 21.
First semester. Omitted 2001-02. Professor Niditch.

Reading the Rabbis. See Religion 41.
First semester. Professor Niditch.

Foundations of Sociological Theory. See Sociology 15.
First semester. Professor Himmelstein.

Sociology of Conflict and Conflict Resolution. See Sociology 39s.
Requisite: Sociology 11 or 15; or Anthropology 11 or 12 or 23; or consent of the instructor. Second semester. Omitted 2001-02. Professor Dizard.

Text and Disciplines: Fiction as History. See Women's and Gender Studies 24f.
First semester. Professors Barale and Saxton.

LINGUISTICS

Courses in linguistics and related fields are offered occasionally through the Departments of Anthropology and Sociology, Asian Languages and Civilizations, English, Mathematics and Computer Science, Philosophy, and Psychology. The University of Massachusetts offers a wide variety of classes on both the undergraduate and graduate levels in linguistic theory, phonology, syntax, and semantics; Hampshire College and Smith College offer courses as well in language acquisition and cognitive science. Students interested in creating an interdisciplinary major in linguistics are advised to consult Professor Wako Tawa, Department of Asian Languages and Civilizations, Amherst College.

Language Use of Women and Men. See Bruss Seminar 22.
Second semester. Omitted 2001-02. Professor Tawa.

Cross-Cultural Studies: Language and Gender. See Bruss Seminar 24.
This course is not open to the students who have taken Bruss Seminar 22. Second semester. Professor Tawa.

Compiler Design. See Computer Science 37s.
Requisites: Computer Science 14 and 21. Second semester. Professor L. McGeoch.

"The Linguistic Turn": Language, Literature and Philosophy. See English 54f.
First semester. Professor Parker.

Mathematical Logic. See Mathematics 34f.
Requisite: Mathematics 15, 25, or 28, or consent of the instructor. First semester. Professor Velleman.

MATHEMATICS AND COMPUTER SCIENCE

Professors Armacost, Call (Chair, first semester), Denton, C. McGeoch, L. McGeoch (Chair, second semester), Rager, Starr†, and Velleman; Assistant Professor Kaplan; Visiting Assistant Professor Witherspoon.

The Department offers the major in Mathematics and the major in Computer Science as well as courses meeting a wide variety of interests in these fields. Nonmajors who seek introductory courses are advised to consider Mathematics 5, 11, 15, and Computer Science 11, none of which requires a background beyond high school mathematics.

Mathematics

Major Program. The minimum requirements for the Mathematics major are Mathematics 11, 12, 13, 25, 26, 28, and at least three other courses in Mathematics numbered 14 or higher. In addition, a major must complete two courses outside Mathematics which demonstrate significant use of mathematics. These two courses may be chosen from the following list: Computer Science 31, Physics 16 or 32, Physics 17 or 33, Economics 65. Requests for alternative courses must be approved in writing by the Chair of the Department.

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†On leave first semester 2001-02.

Students with a strong background in Mathematics may be excused from taking certain courses such as introductory calculus courses. It is recommended that such students take the Advanced Placement Examination in Mathematics.

A student considering a major in Mathematics should consult with a member of the Department as soon as possible, preferably during the first year. This will facilitate the arrangement of a program best suited to the student's ability and interests. Students should also be aware that there is no single path through the major; courses do not have to be taken in numerical order (except where required by prerequisites).

For a student considering graduate study, the Departmental Honors program is strongly recommended. Such a student is advised to take the Graduate Record Examination early in the senior year. It is also desirable to have a reading knowledge of two foreign languages, usually French, German, or Russian.

All students majoring in Mathematics are expected to attend the departmental colloquium during their junior and senior years.

Comprehensive Examination. A comprehensive examination for majors who are not participating in the Honors Program will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Mathematics 11, 12, 13, 25, and a choice of Mathematics 26 or 28. A document describing the comprehensive examination can be obtained from the Department Coordinator.

Departmental Honors Program. Students are admitted to the Honors Program on the basis of a qualifying examination given at the beginning of the spring semester of their junior year. (Those for whom the second semester of the junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Coordinator. Before the end of the junior year, an individual thesis topic will be selected by the Honors candidate in conference with a member of the Department. After intensive study of this topic, the candidate will write a report in the form of a thesis which should be original in its presentation of material, if not in content. In addition, the candidate will report to the departmental colloquium on her or his thesis work during the senior year. Honors candidates are also required to complete Mathematics 31 and either Mathematics 42 or 44.

5. Calculus with Algebra. Mathematics 5 and 6 are designed for students whose background and algebraic skills are inadequate for the fast pace of Mathematics 11. In addition to covering the usual material of beginning calculus, these courses will have an extensive review of algebra and trigonometry. There will be a special emphasis on solving word problems.

Mathematics 5 starts with a quick review of algebraic manipulations, inequalities, absolute values and straight lines. Then the basic ideas of calculus—limits, derivatives, and integrals—are introduced, but only in the context of polynomial and rational functions. As various applications are studied, the algebraic techniques involved will be reviewed in more detail. When covering related rates and maximum-minimum problems, time will be spent learning how to approach, analyze and solve word problems. Four class hours per week. Note: While Mathematics 5 and 6 are sufficient for any course with a Mathematics 11 requisite, Mathematics 5 alone is not. However, students who plan to take Mathematics

12 should consider taking Mathematics 5 and then Mathematics 11, rather than Mathematics 6.

First semester. Professor Witherspoon.

6. Calculus with Elementary Functions. Mathematics 6 is a continuation of Mathematics 5. Trigonometric, logarithmic and exponential functions will be studied from the point of view of both algebra and calculus. The applications encountered in Mathematics 5 will reappear in problems involving these new functions. The basic ideas and theorems of calculus will be reviewed in detail, with more attention being paid to rigor. Finally, first order separable differential equations will be studied. Four class hours per week.

Second semester. Professor Witherspoon.

11. Introduction to the Calculus. Basic concepts of limits, derivatives, antiderivatives; applications, including Newton's method; the definite integral, simple applications; circular functions; logarithms and exponential functions. Four class hours per week.

First semester. The Department.

11s. Introduction to the Calculus. Same description as Mathematics 11.

Second semester. The Department.

12f. Intermediate Calculus. A continuation of Mathematics 11. Inverse trigonometric and hyperbolic functions; methods of integration, both exact and approximate; applications of integration to volume and arc length; improper integrals; l'Hôpital's rule; infinite series, power series and the Taylor development; and polar coordinates. Four class hours per week.

Requisite: A grade of C or better in Mathematics 11 or consent of the Department. First semester. The Department.

12. Intermediate Calculus. Same description as Mathematics 12f.

Second semester. The Department.

13. Multivariable Calculus. Elementary vector calculus; introduction to partial derivatives; multiple integrals in two and three dimensions; line integrals in the plane; Green's theorem; the Taylor development and extrema of functions of several variables; implicit function theorems; Jacobians. Four class hours per week.

Requisite: A grade of C or better in Mathematics 12 or the consent of the instructor. First semester. Professors Denton and Witherspoon.

13s. Multivariable Calculus. Same description as Mathematics 13.

Second semester. Professor Starr.

14f. Introduction to Probability. This course explores the nature of probability and its use in modeling real world phenomena. By restricting attention to finite and countable contexts, it becomes possible to study a broad class of models with minimal appeal to the machinery of calculus. The course begins with the development of an intuitive feel for probabilistic thinking, based on the simple yet subtle idea of counting. It then evolves toward the rigorous study of discrete and continuous probability spaces, random variables, and distribution functions. Examples will be used as a guide throughout the course, and a variety of applications from such areas as games of chance, information theory, game theory, decision theory and operations research will be included. In studying these applications, particular attention will be paid to the associated probability models. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12 or consent of the instructor. First semester. Omitted 2001-02.

15s. Discrete Mathematics. This course is an introduction to some topics in mathematics that do not require the calculus. Emphasis is placed on topics that have applications in computer science, including elementary set theory, logic, mathematical induction; basic counting principles; relations and equivalence relations; graph theory; and rates of growth. Additional topics may vary from year to year. This course not only serves as an introduction to mathematical thought but it is also recommended background for advanced courses in computer science. Four class hours per week.

Second semester. Professor Starr.

16. Chaotic Dynamical Systems. Given a system such as the weather, the stock market or the population of a large city, there are many questions that can be asked about its long-term behavior. A Dynamical System is a mathematical model of such a system, and in this course, we will study dynamical systems from a mathematical point of view. In particular, we will describe the various ways in which a dynamical system can behave, and we will discover that some very simple systems can have surprisingly complex behavior. This will lead to the notion of a chaotic dynamical system. We will also discuss Newton's method, fractals, and iterations of complex functions. Three class hours per week plus a weekly one-hour computer laboratory. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. Second semester. Professor Witherspoon.

17s. Introduction to Statistics. Elementary probability, including statements of the law of large numbers and the central limit theorem; distribution functions of frequent occurrence in statistics, such as the Normal, Poisson, Chi square and Student's , and their use in hypothesis testing and estimation; roles of the law of large numbers and the central limit theorem in hypothesis testing and estimation (including errors of Type I and Type II); a brief introduction to analysis of variance and non-parametric methods. Four class hours per week.

Requisite: Mathematics 11 or the equivalent. Second semester. Professor Denton.

20. Differential Equations. The solution, application and theory of differential equations. After a study of elementary methods of solution, systems of differential equations, and the existence, uniqueness and stability of solutions, attention will be given to topics among the following: numerical methods, partial differential equations, and eigenfunction expansions. Four class hours per week.

Requisite: Mathematics 13. Second semester. Omitted 2001-02.

23. Topics in Geometry. The topics and requisites may change from year to year. The topics for fall 2001 are neutral geometry, non-Euclidean geometry and differential geometry.

In Euclidean geometry, the parallel axiom asserts that given a line and a point not on the line, there is a unique line through the point parallel to the given line. This implies, for example, that the sum of the angles of a triangle is always 180 degrees. In the nineteenth century, it was discovered that this is not the only possible geometry.

The course will begin with neutral geometry, which makes no assumptions about parallel lines. We will then study non-Euclidean geometry, which uses a different parallel axiom. Here, we still have geometric objects like circles and lines, but many of the theorems and formulas will be different. For example, the sum of the angles of a triangle will always be less than 180 degrees, and this sum will determine the area of the triangle. This will have interesting consequences concerning similar triangles. We will also study the fascinating history of non-Euclidean geometry.

The final part of the course will be an introduction to differential geometry. The key concepts will be geodesics (which replace straight lines) and curvature (which measures how a surface bends). These will enable us to make some interesting models of non-Euclidean geometry and to see how geometric ideas can be applied in a much wider context. Three class hours per week. Offered in alternate years.

Requisite: Mathematics 13 or consent of the instructor. First semester. Professor Cox.

24. Theory of Numbers. An introduction to the theory of rational integers; divisibility, the unique factorization theorem; congruences, quadratic residues. Selections from the following topics: cryptology; Diophantine equations; asymptotic prime number estimates; continued fractions; algebraic integers. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 12. Second semester. Omitted 2001-02.

25. Linear Algebra. The study of vector spaces over the real and complex numbers, introducing the concepts of subspace, linear independence and basis; systems of linear equations; linear transformations and their representation by matrices; determinants; eigenvalues and eigenvectors. The course may also cover inner product spaces, dual spaces, the Cayley-Hamilton Theorem, and an introduction to canonical forms. Four class hours per week.

Requisite: Mathematics 12. First semester. Professor Armacost.

26. Groups, Rings and Fields. A brief consideration of properties of sets, mappings, and the system of integers, followed by an introduction to the theory of groups and rings including the principal theorems on homomorphisms and the related quotient structures; integral domains, fields, polynomial rings. Four class hours per week.

Requisite: Mathematics 25. Second semester. Professor Armacost.

28. Introduction to Analysis. Completeness of the real numbers; topology of n-space including the Bolzano-Weierstrass and Heine-Borel theorems; sequences, properties of functions continuous on sets; infinite series, uniform convergence. The course may also study the Gamma function, Stirling's formula, or Fourier series. Four class hours per week.

Requisite: Mathematics 13. Second semester. Professor Call.

31. Functions of a Complex Variable. An introduction to analytic functions; complex numbers, derivatives, conformal mappings, integrals. Cauchy's theorem; power series, singularities, Laurent series, analytic continuation; Riemann surfaces; special functions. Four class hours per week.

Requisite: Mathematics 13. First semester. Professor Call.

34f. Mathematical Logic. Mathematicians confirm their answers to mathematical questions by writing proofs. But what, exactly, is a proof? This course begins with a precise definition specifying what counts as a mathematical proof. This definition makes it possible to carry out a mathematical study of what can be accomplished by means of deductive reasoning and, perhaps more interestingly, what cannot be accomplished. Topics will include the propositional and predicate calculi, completeness, compactness, and decidability. At the end of the course we will study Gödel's famous Incompleteness Theorem, which shows that there are statements about the positive integers that are true but impossible to prove. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 15, 25 or 28, or consent of the instructor. First semester. Professor Velleman.

37. Topics in Mathematics. The topics may vary from year to year. The topic for fall 2000 is Galois Theory, which is the systematic study of roots of polynomials. The key idea, first glimpsed by Lagrange and later brought to fruition by Galois, is that there is a deep relation between group theory and the structure of the roots of a given polynomial. In particular, Galois Theory shows that for degrees five and greater, it is not always possible to express the roots of a polynomial using formulas similar to the quadratic formula. The course will develop the mathematics and history of this subject, often regarded as one of the most beautiful parts of algebra. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 26. First semester. Omitted 2001-02.

42. Functions of a Real Variable. An introduction to Lebesgue measure and integration; topology of the real numbers, inner and outer measures and measurable sets; the approximation of continuous and measurable functions; the Lebesgue integral and associated convergence theorems; the Fundamental Theorem of Calculus. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Second semester. Professor Denton.

44. Topology. An introduction to general topology; the topology of Euclidean, metric and abstract spaces, with emphasis on such notions as continuous mappings, compactness, connectedness, completeness, separable spaces, separation axioms, and metrizable spaces. Additional topics may be selected to illustrate applications of topology in analysis or to introduce the student briefly to algebraic topology. Four class hours per week. Offered in alternate years.

Requisite: Mathematics 28. Second semester. Omitted 2001-02.

77, 78. Senior Departmental Honors.

Open to Seniors with the consent of the Department. First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

RELATED COURSES

Philosophy of Mathematics. See Philosophy 50.

Second semester. Professors A. George and Velleman.

Mathematical Modeling and the Environment. See Mellon Seminar 2.

Second semester. Professor Cox.

Computer Science

Major Program. The minimum requirements for the Computer Science major include Computer Science 11, 14, 21, and 31, and three additional Computer Science courses numbered above 21. In addition, a major must complete Mathematics 11, one of Mathematics 15, 26, and 28, and one other Mathematics course numbered 12 or higher.

Students with a strong background may be excused from taking Computer Science 11 and/or Mathematics 11. It is recommended that such students take the appropriate Advanced Placement Examination and consult with a member of the Department in the first year. If excused from both, a major must take one additional elective in Computer Science. Majors should complete Computer

Science 11, 14, and 21, Mathematics 11, and one of Mathematics 15, 26, and 28 before the junior year.

Participation in the Departmental Honors program is strongly recommended for students considering graduate study in computer science. Such students should consult with a member of the Department in the junior year to plan advanced coursework and to discuss fellowship opportunities. Most graduate programs in computer science require that the applicant take the Graduate Record Examination early in the senior year.

All students majoring in Computer Science are expected to attend the departmental colloquium during their junior and senior years.

Comprehensive Examination. A comprehensive examination for majors who are not participating in the Departmental Honors Program will be given near the beginning of the spring semester of the senior year. (Those who will complete their studies in the fall semester may elect instead to take the comprehensive examination at the beginning of that semester.) The examination covers Computer Science 11, 14, 21, and 31. A document describing the comprehensive examination can be obtained from the Department Coordinator.

Departmental Honors Program. Students are admitted to the Honors Program on the basis of a qualifying examination given at the beginning of the spring semester of their junior year. (Those for whom the second semester of the junior year occurs in the fall may elect instead to take the qualifying examination at the beginning of that semester.) The examination is identical to the comprehensive examination mentioned above and is described in a document available from the Department Coordinator. Before the end of the junior year, a thesis topic or project will be selected by the Honors candidate in conference with a member of the Department. The candidate will write a report in the form of a thesis, and will report to the departmental colloquium on her or his thesis work during the senior year.

5. Demystifying the Internet. This course provides an introductory survey of topics in computer science that are related to the Internet. Students will become familiar with the history and underlying structure of the Internet and with technologies such as email, web browsers, search engines, and web page design tools. We will learn about the science behind the technology: topics to be addressed include network design and network protocols, limitations of modern encryption methods, and applications of algorithmics and artificial intelligence to the design of search engines. Some time will also be spent considering social issues such as privacy, worms and viruses, spam, cookies, encryption export policy, and the Microsoft lawsuit. Two class meetings per week, with occasional in-class lab sessions.

This course does not provide prerequisite credit for any computer science course, nor does it count towards the computer science major. No previous experience with computers is required. Limited to 40 students. First semester. Professor C. McGeoch.

11. Introduction to Computer Science. This course introduces ideas and techniques that are fundamental to computer science. A selection of introductory topics will be presented, including: the historical development of computers, comparison and evaluation of programming languages, algorithmic methods, structured design techniques, and artificial intelligence. Students will gain a working knowledge of a programming language, and will use the language to solve a variety of problems illustrating ideas in computer science. A laboratory section will meet once a week to give students practice with programming constructs. Three class hours and one one-hour laboratory per week.

No previous experience with computers is required. First semester. Professor L. McGeoch.

11s. Introduction to Computer Science. Same description as Computer Science 11. Second semester. Professor C. McGeoch.

14. Introduction to Computer Systems. This course will provide an introduction to computer systems, stressing how computers work. Beginning with Boolean logic and the design of combinational and sequential circuits, the course will discuss the design of computer hardware components, microprocessing and the interpretation of machine instructions, and assembly languages and machine architecture. The course will include a brief introduction to operating systems and network communication. A laboratory section will allow students to design and build digital circuits and to develop assembly language programs. Three class hours and one one-hour laboratory per week.

Requisite: Computer Science 11 or some programming experience. Second semester. Professor Kaplan.

21. Data Structures. A fundamental problem in computer science is that of organizing data so that it can be used effectively. This course introduces basic data structures and their applications. Major themes are the importance of abstraction in program design and the separation of specification and implementation. Program correctness and algorithm complexity are also considered. Data structures for lists, stacks, queues, trees, sets and graphs are discussed. This course will provide advanced programming experience. Four class hours per week.

Requisite: Computer Science 11. First semester. Professor Rager.

21s. Data Structures. Same description as Computer Science 21.
Second semester. Professor L. McGeoch.

23s. Programming Language Paradigms. The main purpose of a programming language is to provide a natural way to express algorithms and computational structures. The meaning of "natural" here is controversial and has produced several distinct language paradigms; furthermore the languages themselves have shaped our understanding of the nature of computation and of human thought processes. We will explore these paradigms and discuss the major ideas underlying language design. We will apply formal methods to analyze the syntax and semantics of programming languages. Several languages will be introduced to illustrate ideas developed in the course. Three class meetings per week. Offered in alternate years.

Requisite: Computer Science 21 or consent of the instructor. Second semester. Omitted 2001-02.

24. Artificial Intelligence. An introduction to the ideas and techniques that allow computers to perform intelligently. The course will cover both methods to solve "general" problems (e.g., heuristic search and theorem provers) and "expert systems" which solve specific problems (e.g., medical diagnosis). Laboratory work will include introductions to LISP and/or PROLOG and to special AI tools. Other topics will be chosen to reflect the interest of the class and may include: communicating in English, game playing, planning, vision and speech recognition, computers modeled on neurons, learning, modeling of human cognitive processes and the possibility and implications of the existence of non-human intelligence. Four class hours per week. Offered in alternate years.

Requisite: Computer Science 11. Second semester. Professor Rager.

27. Cryptography. Banks, businesses, and governments have long needed the ability to transmit information between computers while preventing eavesdroppers from acquiring the information. With the expansion of electronic commerce on the Internet, individuals need similar assurance that their transactions are private. One way to try to keep information secret is to *encrypt* it before transmitting it. Encryption can also be used to achieve other goals of secure communications, such as permitting "digital signatures" on electronic messages in order to prevent the transmission of fraudulent messages. In this course we will study a variety of encryption schemes, how they can be used, and how secure they are. Topics will include classical cryptosystems, the data encryption standard, public-key cryptography, key escrow systems, and public policy on encryption. Three one-hour lectures per week. Offered in alternate years.

Requisites: Computer Science 21 and one of Mathematics 15, 24, 26, or 28. First semester. Omitted 2001-02.

29. Networks and Concurrent Computing. This course will study the ideas that arise when data and/or computations are distributed among multiple processes, potentially in physically different locations. Creating solutions that use distributed resources complicates algorithmic design, programming, debugging, and performance analysis. In order to create concurrent solutions, one must understand how to connect processes (e.g., with networks, pipes, shared memory), as well as how to add supporting structures to programming languages, compilers, and operating systems. Topics will include network protocols, transfer protocols, multiprocessor machines, cache consistency models, concurrent program correctness proofs, distributed clocks, parallel algorithm design, distributed scheduling, load balancing, and process migration.

Requisite: Computer Science 21. First semester. Professor Kaplan.

31. Algorithms. This course addresses the design and analysis of computer algorithms. Although theoretical analysis is emphasized, implementation and evaluation techniques are also covered. Topics include: set algorithms such as sorting and searching, graph traversal and connectivity algorithms, string algorithms, numerical algorithms, and matrix algorithms. Algorithm design paradigms will be emphasized throughout the course. The course will end with a discussion of the theory of NP-Completeness and its implications. Four class hours per week.

Requisites: Computer Science 21 and Mathematics 15, 26, or 28 or consent of the instructor. First semester. Professor C. McGeoch.

32. Computer Graphics. This course will explore the algorithms used in creating "realistic" three-dimensional computer images. Major topics will include object representations (polygon meshes, curved surfaces, functional models), rendering algorithms (perspective transformations, hidden-surface removal, reflectance and illumination, shadows, texturing), and implementation techniques (scan conversion, ray tracing, radiosity).

Requisite: Computer Science 21 or consent of the instructor. Second semester. Professor Rager.

37s. Compiler Design. An introduction to the principles of the design of compilers, which are translators that convert programs from a source language to a target language. Some compilers take programs written in a general-purpose programming language, such as C, and produce equivalent assembly language programs. Other compilers handle specialized languages. For instance, text processors translate input text into low-level printing commands. This course examines techniques and principles that can be applied to the design of any compiler. Formal language theory (concerning regular sets and context-free grammars) is applied to solve the practical problem of analyzing source programs.

Topics include: lexical analysis, syntactic analysis (parsing), semantic analysis, translation, symbol tables, run-time environments, code generation, optimization, and error handling. Each student will design and implement a compiler for a small language. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. Second semester. Professor L. McGeoch.

38. Theoretical Foundations of Computer Science. This course covers basic mathematical concepts that are essential in computer science, and then uses them to teach the theory of formal languages and machine models of languages. The notion of computability will be introduced in order to discuss undecidable problems. The topics covered include: regular, context-free and context-sensitive languages, finite state automata, Turing machines, decidability, and computational complexity. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 11 and Mathematics 15, 26 or 28 or consent of the instructor. Second semester. Omitted 2001-02.

39. Principles of Operating System Design. An introduction to the design and implementation of operating systems. The problem of managing computer resources is complex, and there are significant system design issues concerning process management, input/output control, memory management, and file systems. This course examines these issues and the principles that are the basis of modern operating systems. Topics include: interprocess communication, process scheduling, deadlock avoidance, device drivers, virtual memory, and security. Three class hours per week. Offered in alternate years.

Requisites: Computer Science 14 and 21. First semester. Professor Kaplan.

40. Seminar in Computer Science. Topic to be announced. Students will read papers on an advanced topic in computer science and give class presentations and written commentaries about them.

Admission with consent of the instructor. Second semester. Omitted 2001-02.

77, 78. Senior Departmental Honors. Open to Seniors with consent of the Department.

First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.

First and second semesters. The Department.

MELLON SEMINAR

The Andrew W. Mellon Professorship is awarded for a three-year period to a member of the faculty whose scholarship and teaching transcend normal disciplinary lines. The Mellon Professor contributes to the continuing process of curriculum revision and revitalization by developing courses or colloquia exploring new ways to teach and learn in his or her area of interest and inquiry.

2. Mathematical Modeling and the Environment. When studying environmental topics such as ground water, air quality or hazardous materials, a variety of mathematical tools can be used to evaluate current conditions and predict future ones. This course will look at some specific environmental issues, including those listed above, and explain the mathematics used in their study. There will be guest lectures by geologists, and students will use mathematical modeling software for assignments, labs and projects. Three class hours per week (with occasional in-class labs).

Requisite: Mathematics 11 or equivalent. Limited to 40 students. Second semester. Professor Cox.

MUSIC

Professors Kallick‡, Reck (Chair, second semester), and Spratlan‡ (Chair, first semester); Assistant Professor Schneider*; Valentine Professors Gooley and Móricz; Visiting Professors Sanford and Zwiebach; Lecturer Diehl.

The Music Department offers a full range of courses both for students with previous musical experience and for those coming to the study of music for the first time. Students unfamiliar with music notation are advised to consider Music 1, 5, 20, or 27. Students who are particularly interested in learning to read music should enroll in Music 11. Students familiar with music notation but without extensive theory background should consider Music 5, 12, 15, 20, 22, 27, 68, and 69. Students contemplating a major in music should take the necessary background courses so as to elect Music 31 in the fall of their sophomore or junior year, although requirements for the major may still be met if Music 31 is begun in the fall of the senior year.

Performance Ensemble. Performance ensemble (H28f, 28f, H28, 28) is available on a credit or non-credit basis. There is no fee charged in either case. Students who wish to participate in any of the department's large ensembles or in a chamber music group should consult the Music Department Coordinator for information regarding the various performing options.

Performance Instruction. Performance Instruction (H29, 29, H30, 30) is available on a credit or non-credit basis. A fee is charged in either case. For 2001-02 the fee for each semester course will be $450, for which the student is fully committed following the 14-day add/drop period. Students who wish to elect performance instruction for credit must meet the criteria outlined under the heading PERFORMANCE on page 230. Those students who elect performance instruction for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. See the Music Department Coordinator for information regarding instructors for this program.

Major Program. The Department offers the major in Music with a concentration in performance, jazz, world music, composition, music theory, music history, music literature and criticism, and opera studies. In consultation with a member of the department, students will determine the most appropriate manner for fulfilling the departmental requirement of eight semester courses. Regardless of the designated area of concentration, all majors must complete Music 31, 32 and one major seminar, designated in the catalog. In 2001-02, major seminars include Music 42, 44, and 46.

The Department of Music urges all prospective majors to consult with a member of the department so that a satisfactory sequence of courses may be arranged. We urge, as well, that students acquaint themselves with the wide variety of music courses available through Five College Interchange. For example, courses in African-American music are also offered at the University of Massachusetts and Hampshire College and in electronic music at the University of Massachusetts and Hampshire and Smith Colleges. Above all, the Department is committed to helping students put together that program which is most suited to their interests, abilities, and aspirations.

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*On leave 2001-02.

‡On leave second semester 2001-02.

Comprehensive Examination. Majors who are not electing to do honors work must successfully complete a comprehensive examination in the senior year or enroll in Music 44: Music, History, and Ideas (see Music 44 course description for further explanation). (No comprehensive exam is required of students doing honors.)

Departmental Honors Program. In the senior year students may elect to do honors work—a critical thesis (historical, theoretical, or ethnomusicological), a major composition project, a major opera project, or performance of a full recital. In preparation for this work, a student will ordinarily elect a number of courses in a field of concentration beyond those required. The thesis course, Music 77-78, should be elected in the senior year. Students interested in the Honors Program should inform the Department of their plans no later than the midpoint of the spring semester in their junior year. An honors proposal must be submitted to the Music Department for approval no later than the end of drop/add in the fall of the senior year.

INTRODUCTORY COURSES

1s. Discovering Music. An introductory course designed to teach those with little or no musical background to listen to and write about music with greater understanding. A historical survey of Western art music ranging from Gregorian chant to music of the 1900s will enable students to identify a wide range of styles and genres of vocal and instrumental music. Assignments will emphasize aural analysis and be complemented by the reading of select historical documents. Exams will include listening identification. No musical background necessary. Two class meetings and one listening section per week.

Second semester. Professor Móricz.

5. Jazz History. This course will survey the history of jazz from its origins in New Orleans to its recent renaissance. We will learn the elements of the major styles: New Orleans, Swing, Bebop, Cool, Hard-Bop, and Fusion. We will also discuss jazz in relation to African-American cultural identity and to American race relations, and consider the influence of politics, technology, and economics on the music's development. This class focuses on the achievements of five major figures in jazz: Louis Armstrong, Duke Ellington, Charlie Parker, Miles Davis, and John Coltrane. Two class meetings per week.

Limited to 50 students. First semester. Professor Gooley.

11. Introduction to Music. This course is intended for students with little or no background in music who would like to develop a theoretical and practical understanding of how music works. Students will be introduced into the technical details of music such as musical notation, intervals, basic harmony, meter and rhythm. Familiarity with basic music theory will enable students to read and perform at sight as well as to compose melodies with chordal accompaniment. Music analyzed and performed during the course will be drawn primarily from the Western tonal tradition. Assignments will include notational exercises, short papers and preparation of music for classroom performance. This course serves as a requisite for many of the music department offerings. Three class meetings and one lab section per week.

First semester. Professor Móricz.

12. Exploring Music. Through composition and performance of our own works and through the analysis of popular masterworks from Bach to Broadway, we will build a solid working understanding of the basic principles of melody and harmony in the Western tradition. Creative assignments will include writing melodies and accompaniments as well as brief exercises solving specific musical problems. We will use our instruments and voices to bring musical examples to life in the classroom. A lab session will provide ear- and musicianship-training. Three class meetings per week.

Requisite: Ability to read music, some experience in singing or playing an instrument, or Music 11. Second semester. Professor Zwiebach.

15s. The Mystery and Magic of J.S. Bach. An exploration of the life and music of J.S. Bach (1685-1750), following his career from Arnstadt to Leipzig and including the great organ works; the keyboard, chamber, and orchestral music from the two-part inventions and *Well-Tempered Clavier* to the *Brandenburg Concertos*; the solo violin and cello works; the cantatas, *St. Matthew Passion, B-minor Mass*, and other choral masterpieces; and the unique concepts of *The Musical Offering* and *The Art of the Fugue*. Some musical background and ability to read music. Two class meetings per week.

Second semester. Professor Reck.

STUDIES IN OPERA AND MUSICAL THEATER

18. Creating Musical Drama. This course will explore how light and music interact to create stage drama in opera and musical theater. Our exploration will center around a series of thematically-related musical examples for which we will experiment with a range of stage lightings and designs. We will work toward developing an eye for assessing the expressive and dramatic results of each lighting design that we imagine. The course will culminate with the performance of scenes chosen from among some of the major musical theater works of the twentieth century, such as Weill-Brecht's *The Three Penny Opera*, Douglas Moore's *The Ballad of Baby Doe*, Carlisle Floyd's *Susannah*, Marc Blitzstein's *Regina*, and Stephen Sondheim's *Passion*. No previous experience in design or performance is required. Two class meetings per week.

Second semester. Omitted 2001-02. Professor Kallick.

19s. Reading Opera. Opera creates drama by combining words and music in highly specialized ways. We will read some of the literary works that have made their way onto the opera stage, and we will listen to the operas that have resulted. We will ask: what has changed from literature to opera, and investigate why these changes were made. Examples will include: Beaumarchais/Mozart, *The Marriage of Figaro*; Pushkin/Tchaikovsky, *The Queen of Spades*; Shakespeare/Verdi, *Macbeth*, *Othello*, and *Falstaff*; Buechner/Berg, *Wozzeck*; and James/Britten, *The Turn of the Screw*. Course requirements include listening and reading assignments, short papers, and a final project involving the making of an original libretto. Two class meetings per week.

Requisite: Reading knowledge of music or consent of the instructor. Second semester. Omitted 2001-02. Professor Kallick.

20f. Making Opera. This course will explore the theatricalization of musical works with a changing focus from year to year. In 2001-02, we will collaborate with professional performers on a stage production of a song cycle and instrumental works by Franz Schubert. Assignments will include listening, viewing of videos, writing about production, attendance at musical theater events, and group projects in direction and design. Two class meetings and one lab session per week.

Admission with consent of the instructor. First semester. Professor Kallick.

STUDIES IN MUSIC HISTORY AND CULTURE

21s. Music and Culture I. One of three courses in which music is studied in relation to issues of history, theory, culture, and performance, with the focus of the course changing from year to year. The first of these courses emphasizes works created before 1750, namely, music from the Medieval, Renaissance, and Baroque traditions. In 1999-2000, we focused on the musical language, style, and expression of Baroque composers such as Grandi, Monteverdi, Schütz, Telemann, Corelli, Handel, and J.S. Bach. We played and sang for each other and listened to each other's musical ideas against the backdrop of a careful examination of the work at hand; we explored the performance practice associated with this music, working among ourselves and with guest musicians; and we attended performances in Amherst and beyond. Those class members with the ability to sing or play an instrument were encouraged to do so, but anyone willing to participate as an active listener was welcome. We also considered composers' biographies, pertinent historical documents, and the forms that this music inhabits. Analytical and critical papers complemented exercises in listening, rehearsing, and performing. This course may be elected individually or in conjunction with other Music and Culture courses (Music 22 and 23). Two class meetings and a lab session per week.

Requisite: Music 11, 12, or ability to read music. Second semester. Omitted 2001-02. Professor Kallick.

22f. Music and Culture II: Song. In this participatory course we analyze, interpret, and perform a wide variety of songs, and discuss the human contexts of which they form a part. We will touch on every epoch of Western music history and on various musical traditions, including Broadway, jazz, folk, and blues. The course eventually concentrates on the nineteenth-century art-song, which we will interpret using a combination of literary analysis, musical analysis, and performance issues. Knowledge of a foreign language is desirable. Singers of all kinds, pianists and guitarists especially welcome. Two class meetings per week.

Requisite: Music 12 or consent of the instructor. Limited to 25 students. First semester. Omitted 2001-02. Professor Gooley.

23s. Music and Culture III. One of three courses in which music from both Western and world repertoires is studied in relation to pertinent historical, theoretical, and cultural issues. In the third of three courses, musical examples will be selected to give greatest emphasis to historical developments in Western music from circa 1890 to the present. Topics will include, among others, Bartok, Schoenberg, Stravinsky and the socio-political background of musical modernism; Debussy, Satie, Poulenc, Milhaud and the national roots of neoclassicism; Hindemith, Weil, Copland and music as an agent of social change; music as propaganda during World War II; and the aesthetics of socialist realism. Reading of historical documents by composers and critics will be supplemented with selections from related works of fiction. This course may be elected individually or in conjunction with other Music and Culture courses (Music 21 and 22). Two class meetings per week.

Requisite: Reading knowledge of music or consent of the instructor. Second semester. Professor Móricz.

24. Music of the Whole Earth. A survey and exploration of the richness and variety of ways of looking at, organizing, and making sound into what is called music in different parts of the world. The course covers tribal, folk, and classical music systems of Oceania/Polynesia, the Far East, Asia, Europe, the Middle East, Africa, and the Americas. There will be comparative studies of world concepts of melody, harmony, polyphony, timbre, form, ensembles, and the techniques and styles of playing and making instruments. Two class meetings per week.

Second semester. Omitted 2001-02. Professor Reck.

25s. Seminar in World Music: The Music of India. (Also Asian 53s.) An introduction to the classical music of the Indian subcontinent, including the Hindusthani style of the north and the Karnatic style of the south from the Moghuls to the present. Interdisciplinary readings in religion, literature, art, history, and aesthetics and the viewing of videos will place music within its cultural environment. Concepts such as raga (melodic modes) with extramusical association such as time-of-day, seasons, dieties, or spiritual power, and tala (time cycles and rhythms) will be explored. Students will have the option of studying performance of songs and improvisation within the South Indian tradition. Two class meetings per week.

Second semester. Omitted 2001-02. Professor Reck.

26f. Beethoven: From Creation to Re-Hearings. Beethoven's Ninth Symphony stands as a beacon in Western music for composers, performers, and listeners. In preparation for a close reading of the Ninth Symphony, we will investigate Beethoven's heroic style as documented in sketches and letters and its complex performance history. We will then look closely at compositions that incorporate aspects of the Ninth, such as Mendelssohn's *Lobgesang*, Schumann's Fourth Symphony, Brahms First Symphony, Mahler's Fourth Symphony, Bruckner's Ninth Symphony, and Giya Kancheli's Seventh Symphony. These works will be studied in the context of visual representations such as Gustav Klimt's *Frieze for the Ninth Symphony* for the Fourteenth Secession Exhibition in Vienna, and Stanley Kubrick's film, *Clockwork Orange*. Assignments will include listening, analytic writing, and an extended final paper. Two class meetings per week.

Requisite: Music 31 or consent of the instructor. Majors may substitute this course for Music 22 in fulfilling the requirements for the major. First semester. Omitted 2001-02. Professor Kallick.

27. Seminar in American Music. The topic changes from year to year. The topic for 2001-02 is: The Beatles and Their Age. An interdisciplinary study of the music of the 1960s focusing upon developments in the music and lyrics—and collective biography—of the Beatles, but also including the roots of early rock (Chuck Berry, Elvis Presley), the folk revival (Pete Seeger, Bob Dylan), West Coast groups (the Beachboys, the Grateful Dead), the British invasion (the Rolling Stones and others), and the innovations in the classical music avant garde. Emphasis upon music as a reflection of and response to the social, artistic, and political upheavals of the time, particularly in relation to the counter-culture and the myth of the aquarian age culminating in Woodstock. Two class meetings per week. Requisite: Some knowledge of music notation or consent of the instructor.

Limited to 40 students. First semester. Professor Reck.

PERFORMANCE

H28f, 28f, H28, 28. Performance Ensemble. This course entails the study of music from the perspective of ensemble participation. Repertoire will include those compositions programmed by the director of a particular group in each semester. Work for the course will include thorough preparation of one's individual part, intensive listening preparation, and short analytical and historical projects. This course will culminate with a public performance. This course may be repeated. Students who wish to elect performance ensemble credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the Department.
2. Enrollment in one Music Department course, except Music 1, concurrently with the first enrollment of performance ensemble. Students with substantial background in music theory may petition the chair for exemption from this criterion.

Music H28f, 28f, H28, 28 may be elected only with the consent of the ensemble directors. This course may be repeated. First and second semesters. The following arrangements pertain to the study of performance ensemble at Amherst College:

a. Unless otherwise arranged with the Department, all performance ensemble courses will be elected as a half course.
b. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.
c. A student electing a performance ensemble course may carry four and one-half courses each semester, or four and one-half courses the first semester and three and one-half courses the second semester.
d. Only with special permission of the Department may students elect more than one performance ensemble in a semester.

H29, 29, H30, 30. Performance Instruction. Instruction in performance is available on a credit or non-credit basis. A fee is charged in either case to cover the expense for this special type of instruction. As mentioned above, for 2001-02 the fee for each semester course will be $450, for which the student is fully committed following the fourteen day add/drop period. Those students who elect performance for credit and are receiving need-based scholarship assistance from Amherst College will be given additional scholarship grants in the full amount of these fees. Students who wish to elect performance for credit must meet the following criteria:

1. An instrumental or vocal proficiency of at least intermediate level as determined by the Department.
2. Enrollment in one Music Department course, except Music 1, concurrently with the first semester's enrollment in performance instruction.

Music H29, 29, H30, and 30 may be elected only with the consent of the Music Department Coordinator. This course may be repeated. First and second semesters. The following arrangements pertain to the study of performance at Amherst College:

a. Unless otherwise arranged with the Department, all performance courses will be elected as a half course. Only Senior Music Majors preparing a recital may take performance as a full course.
b. Fifty minutes of private instruction (12 lessons per semester) and nine hours of practice a week are expected.
c. Two half courses in performance may be counted as the equivalent of one full course for fulfilling degree requirements. These two half courses must be in the same instrument (or in voice); though not strictly required, the Department urges that the two semesters be consecutive.
d. A student electing a performance course may carry four and a half courses each semester, or four and a half courses the first semester and three and a half courses the second semester.
e. Only with special permission of the Department may students elect more than one performance course in a semester.

Students should consult with the Music Department Coordinator to arrange for teachers and auditions. Instruction in performance is also available through the Five Colleges with all of the above conditions pertaining. A student wishing to study under this arrangement must enroll through Five College Interchange.

MUSIC THEORY AND JAZZ

31. Tonal Harmony and Counterpoint. Basic principles of harmonic and contrapuntal technique. Emphasis will be on the acquisition of writing skills. This course is the first of the required music theory sequence for majors. Two class meetings and two ear-training sections per week.

Requisite: Music 12 or consent of the instructor. First semester. Professor Gooley.

32. Form in Tonal Music. A continuation of Music 31 and the second of the required music theory sequence for majors. This course will focus on the understanding of musical form in the eighteenth and nineteenth centuries. Topics to be covered will include sonata form, the romantic character piece and eighteenth-century counterpoint. There will be analyses and writing exercises, as well as model compositions and analytic papers. Two class meetings and two ear-training sections per week.

Requisite: Music 31 or consent of the instructor. Second semester. Professor Gooley.

33s. Repertoire and Analysis. A continuation of Music 32. In this course we will study music by a wide variety of nineteenth-century composers, including Schubert, Schumann, Chopin, Liszt, Wagner, Verdi, Musorgsky and Rimsky-Korsakov. Works will be considered from a number of different analytical perspectives including methods current in the nineteenth century and those developed more recently. Comparing analytical methods of the nineteenth and twentieth centuries will enable students to gain a critical perspective on each and to learn about the limits of analysis and interpretation in general. Work will consist of short weekly assignments, papers, and class presentations. Two class meetings and two ear-training sections per week.

Requisite: Music 31 and 32, or consent of the instructor. *Fulfills the seminar requirement for the major.* Second semester. Omitted 2001-02. Professor Móricz.

34. Twentieth-Century Music: Analysis and Performance. A course designed to follow either Music 32 or 33. The topic changes from year to year. In 2001-02 our focus will be on the interrelationship between the analysis and performance of twentieth-century music. Over the course of the semester we will analyze a body of work that we will be preparing for performance (both informal and formal). Topics will include analytic techniques and stylistic issues pertinent to the music of composers such as Schoenberg, Webern, Berg, Bartok, Stravinsky, Boulez, Milhaud, Cage, Carter and Reich. Class time will be divided between analytic and historical lectures and open coaching sessions. Two class meetings and one lab session per week.

Requisite: Music 32 or consent of the instructors. Second semester. Omitted 2001-02. Professors Schneider and Spratlan.

35. Jazz Theory and Improvisation I. A course designed to explore jazz harmonic and improvisational practice from both the theoretical and applied standpoint. Students will study common harmonic practice of the jazz idiom, modes and scales, rhythmic practices, and consider their stylistic interpretation. Ideally, a chamber-size ensemble will be developed from students in the class. Two class meetings per week.

Requisite: Music 11 or 12, or equivalent, or consent of the instructor. Limited to 16 students. First semester. Lecturer Diehl.

36. Jazz Theory and Improvisation II. A continuation of Music 35, this course is designed to acquaint students with the theory and application of advanced techniques used in jazz improvisation. Two class meetings per week.

Requisite: Music 35 and/or performance experience in the jazz idiom strongly suggested. Musical literacy sufficient to follow a score. Limited to 16 students. Second semester. Lecturer Diehl.

38. Introduction to African American Music. Lecture, discussion, reading and listening. Spirituals, Folk, Blues, Jubilee, Gospel, Autophysiopsychic music and European Classical music influence. Two class meetings per week.

Requisite: Music 11 or 12 or consent of the instructor. Second semester. Professor Lateef of the University of Massachusetts.

SPECIAL COURSES AND SEMINARS

42. Music of Romanticism and Revolution. Romanticism and Revolution surveys the political/social and aesthetic/cultural revolutions that shaped music and the arts in Western Europe during the first half of the nineteenth century. We will begin by discussing the influence of the festivals of the French revolution on music and end by considering artist's reactions to the failure of the revolution of 1848. Integrating fiction and criticism from writers such as Goethe, Stendahl, Victor Hugo, Heinrich Heine, and Giuseppe Mazzini with listening assignments and musical analyses, we will explore the poetic and ideological content of the music. We will break windows with fire-breathing artistic progressives like Berlioz and Schumann, sympathize with traditionalists and fence-sitters, like Rossini and Mendelssohn, and experience the profound changes that Verdi and Wagner go through in the wake of the upheavals of 1848. Two class meetings per week.

Requisite: Music 31 or the consent of the instructor. *Fulfills the seminar requirement for majors*. Second semester. Professor Zwiebach.

43. Seminar in Rock 'n' Roll. A study of a variety of topics in Rock 'n' Roll, 1950-2000, including (but not limited to) styles such as Rockabilly, Punk, Psychedelic, Grunge, Heavy Metal, Techno, and Rave. Two class meetings per week.

Requisite: Music 11 or 12, experience performing, knowledge of chords, or consent of instructor. Limited to 12 students. First semester. Professor Reck.

44f. Music, History, and Ideas. This course will explore a series of musical compositions, spanning from 1100 to the present. Works will be chosen because of their particular grounding in the history, culture, and ideas of the past and, as well, because of the important ways in which these same works have become a part of our own experience with relevance to our current social and personal understanding. In 2001-02, selected works by Igor Stravinsky will provide an overarching theme for our investigation. Assignments will include listening, regular short papers, and in-class presentations. Two class meetings per week.

Requisite: Music 31 or consent of the instructor. *Fulfills either the seminar or comprehensive exam requirement for majors.* First semester. Professor Kallick.

45. String Quartets: From Beethoven to Shostakovich. Beethoven's last five quartets, along with the *Great Fugue*, mark a threshold of radical experimentation in the composer's stylistic development. We will study the expressive and technical innovations of these late works as well as the challenges they pose for performers. We will also consider quartets after Beethoven that present clear evidence of Beethovenian influence with particular emphasis on the works of Dimitri Shostakovich. We will attend live performances and call upon guest performers to discuss the special performance problems presented by these works. Course work will include frequent listening assignments, a series of short written assignments, and one extended paper. Two class meetings per week.

Requisite: Music 31 or consent of the instructor. *Fulfills the seminar requirement for the major.* First semester. Omitted 2001-02. Professor Kallick.

46. Faces of Faust in Nineteenth-Century Music. In this seminar we examine the pervasive influence of the Faust legend on the imaginations of nineteenth-century composers and audiences. We analyze musical settings of Faust by Schubert, Spohr, Berlioz, Wagner, Schumann, Guonod, Liszt, and Busoni and trace the influence of Faust motifs in other areas of musical culture, notably Meyerbeer's *Robert le diable* and the cult of virtuosity. The seminar culminates in a study of Thomas Mann's *Doktor Faustus*, which synthesizes the philosophical, musical, and literary concerns that had accrued to Faust in the nineteenth century, and reinterprets them for the modern world. Two class meetings per week.

Requisite: Knowledge of music theory (Music 32) required. *Fulfills the seminar requirement for the major.* Second semester. Professor Gooley.

47s. Virtuosity, Performance, and Power. This course will trace the phenomenon of virtuosity through its various historical incarnations. We will study the music of the English virginalists, the Italian baroque violin school, the castrati of the eighteenth-century, the Romantic virtuosi, opera divas, player pianos, the innovators of bebop, and heavy metal guitarists. We will discuss virtuosity not only in relation to musical sound, but also in relation to the larger context of social behavior and power. In addition, we will confront philosophical problems posed by virtuosity: the identity of a musical work, the separation of "essential" from "inessential" features in music, and the notion of music as pure form. Two class meetings per week.

Requisite: Music 31 or consent of the instructor. Limited to 10 students. *Fulfills the seminar requirement for the major.* Second semester. Omitted 2001-02. Professor Gooley.

STUDIES IN COMPOSITION

67s. Song Writing. The writing of songs based upon a study of the works of past masters in a variety of genres and idioms, including George and Ira Gershwin, Chuck Berry, John Lennon/Paul McCartney, Bob Dylan, and others. Two class meetings per week.

Requisite: A composition course with much individual attention. Students should have some background in music performance, chords, or writing. Limited to 8 students. Second semester. Professor Reck.

68. Improvisation and Composition from a World Music Perspective. An exploration of the diverse materials of the world's musics—scales, modes, structural concepts, forms, instruments, and ensembles—and their use in creating compositions and improvisations. Studies will include African and Caribbean rhythm, the melodic systems of the Islamic world and India, the Indonesian gamelan orchestra, and traditional musical genres of China and Japan. Class performance, guest lectures, and film/video will be part of the course. Two class meetings per week.

Some musical background useful but not required. Second semester. Omitted 2001-02. Professor Reck.

69. Composition I. This course will explore compositional techniques that grow out of the various traditions of Western art music. Innovations of twentieth-century composers in generating new approaches to melody and scale, rhythm and meter, harmony, instrumentation, and musical structure will be examined. The course will include improvisation as a source of ideas for written compositions and as a primary compositional mode. Instrumental or vocal competence and good music reading ability are desirable. Assignments will include compositions of various lengths and related analytical projects. Two class meetings per week.

Requisite: Music 11 or 12, or consent of the instructor. Limited to 15 students. First semester. Professor Spratlan.

71. Composition Seminar I. Composition according to the needs and experience of the individual student. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 69 or the equivalent, and consent of the instructor. First semester. Professor Spratlan.

72. Composition Seminar II. A continuation of Music 71. One class meeting per week and private conferences. This course may be repeated.

Requisite: Music 71, Bruss Seminar 21, or the equivalent and consent of the instructor. Second semester. Professor Sanford of Mount Holyoke College.

DEPARTMENTAL HONORS AND SPECIAL TOPICS

77, D77, 78, D78. Senior Departmental Honors. Advanced work for Honors candidates in music history and criticism, music theory, ethnomusicology, composition, or performance. A thesis, a major composition project or a full-length recital will be required. No student shall elect more than one semester as a double course. A double course or a full course.

First and second semesters.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.

First and second semesters.

RELATED COURSE

The Birth and Growth of Bebop, 1938-1950. See Black Studies 53s.

Second semester. Lecturer Diehl.

NEUROSCIENCE

Advisory Committee: Professors S. George‡ (Chair) and Raskin, Assistant Professor Turgeon, Visiting Assistant Professor Dickinson.

Neuroscience is the attempt to understand behavior and mental events by studying the brain. The interdisciplinary Neuroscience major at Amherst is designed for those students who wish either to have the breadth of experience this program provides or to prepare for graduate study.

Major Program. Each student, in consultation with a member of the Advisory Committee, will construct a program that will include a basic grounding in biology, chemistry, mathematics, physics, and psychology, as well as advanced work in some or all of these disciplines.

The major is organized into basic, core, and elective courses.

1. The program will begin with the following basic courses: Mathematics 11; Physics 16 and 17, or 32 and 33; Chemistry 11, 12, and 21; and Biology 19.
2. All majors will take three core Neuroscience courses: Psychology 26, Biology 30 and Biology 35.
3. Each student will select three additional elective courses in consultation with his or her advisor. Particularly appropriate courses are Biology 28 and 56 and Psychology 59. Other courses are included in a detailed list available from any member of the Advisory Committee.

The large number of courses required for the major makes it necessary for a prospective Neuroscience major to begin the program early (with Chemistry 11 and Mathematics 11 in the first semester of the first year). A student considering a Neuroscience major should also consult early in his or her academic career with a member of the Advisory Committee. All senior majors will participate in the Neuroscience Seminar, which includes guest speakers and student presentations; attendance and participation constitute the Senior comprehensive exercise in Neuroscience.

Departmental Honors Program. Candidates for the degree with Honors should elect Neuroscience 77 and D78 in addition to the above program. An Honors candidate may choose to do Senior Departmental Honors work with any faculty member from the various science departments who is willing to direct relevant thesis work.

77, D78. Senior Departmental Honors. Research in an area relevant to neuroscience, under the direction of a faculty member, and preparation of a thesis based upon the research.

Full course first semester. Double course second semester. The Committee.

97, H97, 98, H98. Special Topics. Independent Reading. Full or half course.

First and second semesters.

PHILOSOPHY

Professors A. George, Gerety, Kearns, and Vogel; Professor Emeritus Kennick; Associate Professors Gentzler (Chair) and J. Moore‡; Assistant Professor Shah; Visiting Assistant Professor Smith.

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‡On leave second semester 2001-02.

An education in philosophy conveys a sense of wonder about ourselves and our world. It achieves this partly through exploration of philosophical texts, which comprise some of the most stimulating creations of the human intellect, and partly through direct and personal engagement with philosophical issues. At the same time, an education in philosophy cultivates a critical stance to this elicited puzzlement, which would otherwise merely bewilder us.

The central topics of philosophy include the nature of reality (metaphysics); the ways we represent reality to ourselves and to others (philosophy of mind and philosophy of language); the nature and analysis of inference and reasoning (logic); knowledge and the ways we acquire it (epistemology and philosophy of science); and value and morality (aesthetics, ethics, and political philosophy). Students who major in philosophy at Amherst are encouraged to study broadly in all of these areas of philosophy.

Students new to philosophy should feel comfortable enrolling in any of the entry-level courses numbered 11 through 29. Thirty-level courses are somewhat more advanced, typically assuming a previous course in philosophy. Courses numbered 40 through 49 concentrate on philosophical movements or figures. Sixty-level courses are seminars and have restricted enrollments, a two-course prerequisite, and are more narrowly focused. No course may be used to satisfy more than one requirement.

All students are welcome to participate in the activities of the Philosophy Club.

Major Program. To satisfy the comprehensive requirement for the major, students must pass nine courses, exclusive of Philosophy 77 and 78. Among these nine courses, majors are required to take (i) three courses in the history of philosophy: Philosophy 17 and 18 and a course on a major figure or movement (i.e., a 40-level course); (ii) one course in logic (Philosophy 13 or Mathematics 34); (iii) one course in ethical theory (Philosophy 34); (iv) one course dealing with problems of knowledge, mind and reality (i.e., Philosophy 32, 33, 35, 36, or 37); and (v) one seminar (i.e., a 60-level course).

Departmental Honors Program. Candidates for Honors in Philosophy must complete the Major Program and the Senior Honors sequence, Philosophy 77 and 78. Admission to Philosophy 78 will be contingent on the ability to write an acceptable honors thesis as demonstrated, in part, by performances in Philosophy 77 and by a research paper on the thesis topic (due in mid-January). The due date for the thesis falls in the third week of April.

11. Introduction to Philosophy. An examination of basic issues, problems, and arguments in philosophy, e.g., proofs for the existence of God, the nature of morality, free will and determinism, the relationship between the mind and the body, knowledge and the problem of skepticism. Discussions will take place in the context of readings from classical and contemporary philosophers. Two sections to be taught.

Limited to 25 students. First semester. Section 1: Professor Smith; Section 2: Professor Shah.

11s. Introduction to Philosophy. Same description as Philosophy 11. One section to be taught.

Limited to 25 students. Second semester. Professor Smith.

13. Introduction to Logic. "All philosophers are wise and Socrates is a philosopher; therefore, Socrates is wise." Our topic is this *therefore.* We shall expose the hidden structure of ordinary statements that determines the correctness of our inferences. To aid us, we shall develop a logical language that makes this underlying structure more perspicuous. We shall also examine fundamental concepts of logic and use them to explore the inferential connections between statements. This is a first course in formal logic, the study of inference, requiring no previous philosophical, mathematical, or logical training.

First semester. Professor George.

17. Ancient Philosophy. An examination of the origins of Western philosophical thought in Ancient Greece. We will consider the views of the Milesians, Heraclitus, Parmenides, Protagoras, Socrates, Plato and Aristotle. Particular attention will be paid to questions about the nature, sources, and limits of human knowledge; about the merits of relativism, subjectivism, and objectivism in science and ethics; about the nature of, and relationship between, obligations to others and self-interest; and about the connection between the body and the mind.

Limited to 30 students. First semester. Professor Gentzler.

18. Early Modern Philosophy. A survey of European philosophy in the seventeenth and eighteenth centuries with emphasis on Descartes, Leibniz, Spinoza, Locke, Berkeley, Hume, and Kant. Reading and discussion of selected works of the period.

Limited to 50 students, preference to Amherst College students. Second semester. Professor Vogel.

20. Paradoxes. A paradox arises when unimpeachable reasoning leads from innocuous assumptions to an outrageous conclusion. A paradox brings us up short. Where did we go wrong? Were our assumptions less innocent than we supposed? Was our reasoning subtly fallacious after all? Must we alter our view of the world to make room for the formerly unacceptable conclusion? Or must we acknowledge an irresolvable conflict within reason itself? Paradoxes are not puzzles, but, at their best, goads to greater clarity and deeper thought. We shall explore a spree of philosophical topics (including time, motion, the past, the future, causation, infinity, truth, belief, the will, action, faith) via reflection on a range of paradoxes, ancient and modern, authentic and counterfeit.

Limited to 25 students. (Preference will be given to those who have not already had a course in Philosophy.) Second semester. Professor George.

21. Moral Problems. A philosophical examination of the moral dimension of everyday life. Topics will include guilt, shame, despair, dread, resentment, greed, pride, cowardice, sloth, lying, procrastinating, succumbing to temptation and failing oneself. Readings will be selections from the works of ethical theorists and moral psychologists in the Western philosophical tradition, from pre-Socratics to contemporary writers.

Limited to 30 students. First semester. Omitted 2001-02. Professor Smith.

23s. Health Care Ethics. U.S. citizens are currently faced with many important decisions about health care policy. Who should have access to health care and to which services? Should physician-assisted suicide be legalized? Should AIDS be treated differently from other sorts of communicable diseases? Should we be allowed to clone ourselves, sell our organs, rent our wombs, or use genetic information to engineer the features of future generations? These issues, in turn, raise basic philosophical questions. What is the nature of rights? Do we, for example, have a basic right to health care, to genetically related children, to privacy, or to authority about the timing and manner of our deaths? These issues also raise questions about the relative weight and nature of various goods—e.g., life, pain relief, health, offspring, autonomy, privacy, and virtue. Finally, these issues raise questions about the nature of rationality. Is it possible to reach rational decisions about ethical matters, or is ethics merely subjective? What is the purpose of moral "theory"? Do different moral theories—e.g., utilitarian, Kantian, care-based—yield different results? If so, how can we decide between different moral theories?

Limited to 30 students. Second semester. Professor Gentzler.

28. Choice, Chance and Conflict. Life is a risky and competitive business. As individuals, we constantly confront choices involving chancy and uncertain outcomes. And our institutional decisions (e.g., in government and business) are often complicated by the competing interests of the individuals involved. Are there any general, rational procedures for making individual and institutional choices that involve chance and conflict? Positive answers to this question have been proposed within decision theory, game theory, and social choice theory. This course will provide an introduction to these theories and their philosophical foundations. Topics may include the following: different conceptions of probability, utility, and rationality; weakness of the will; the problems of induction; the justification of proposed rules for rational decision making under uncertainty and risk; the justification of various voting procedures and other methods of determining group interests from the competing interests of individuals within the group.

Second semester. Omitted 2001-02. Professor Moore.

29s. Freedom and Responsibility. Are we free? An absence of external constraint seems to be necessary for freedom, but is it enough? Can obsessions, addictions, or certain types of ignorance threaten our freedom? Some philosophers have argued that if our actions are causally determined, then freedom is impossible. Others have argued that freedom does not depend on the truth or falsity of causal determinism. Is freedom compatible with determinism? Must we act freely in order to be responsible for our actions? Is freedom of action sufficient for responsibility? Are the social institutions of reward and punishment dependent for their justification upon the existence of responsible, free agents? We will attempt to determine the nature of persons, action, freedom and responsibility in an effort to answer questions such as those posed above. Readings will be drawn from both classical and contemporary sources.

Limited to 30 students. Second semester. Omitted 2001-02. Professor Gentzler.

31s. Issues in Aesthetics. A critical examination of selected theories of the nature of art, expression, creativity, artistic truth, aesthetic experience, interpretation and criticism. Special emphasis is placed on the thought of modern philosophers and critics.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Smith.

32. Metaphysics. Metaphysics concerns itself with basic and fundamental questions about the nature of reality. At its most general, metaphysics asks how we should distinguish appearance from reality, how we should understand existence, and what general features are had by reality and by the entities that exist as part of it. We will examine these questions, as well as other central issues in metaphysics. Additional topics may include: causation, change, identity, substances and properties, space and time, abstract objects like numbers and propositions, possibility and necessity, events, essences, and freedom of the will. Readings will be drawn primarily from contemporary sources.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Omitted 2001-02. Professor Moore.

33. Philosophy of Mind. An introduction to philosophical problems concerning the nature of the mind. Central to the course will be the mind-body problem. Here we will be concerned with the question of whether there is a mind (or soul or self) that is distinct from the body, and the question of how thought, feelings, sensations, and so on, are related to states of the brain and body. In connection with this, we will consider, among other things, the nature of consciousness, mental representation, and persons.

Requisite: One course in Philosophy. First semester. Omitted 2001-02. Professor Moore.

34f. Ethical Theory. This is a course in philosophical ethics. We will be concerned to see whether there is anything to be said in a principled way about what is valuable and what is right and wrong. But we shall also ask philosophical questions about ethics—metaethical questions, as they are called. Here we will ask, not what is valuable, but what is value. And where do fundamental standards of right and wrong "come from"? The core of the course will be an examination of four central traditions in ethical philosophy in the west, typified by Aristotle, Immanuel Kant, John Stuart Mill, and Friedrich Nietzsche. We will also consider contemporary sources, including some feminist ethics.

Requisite: One course in Philosophy or consent of the instructor. First semester. Professor Shah.

35. Theory of Knowledge. A consideration of some basic questions about the nature and scope of our knowledge. What is knowledge? Does knowledge have a structure? What is perception? Can we really know anything at all about the world?

Requisite: One course in Philosophy or consent of the instructor. First semester. Omitted 2001-02. Professor Vogel.

37. Introduction to the Philosophy of Science. Science, as we are told, has dominated the lives of human beings for centuries. But what is science? How does it differ from common sense or from religion? People talk about "the scientific method," but what is it? It is said to be based on observation, but what is observation? And how can our observations justify claims about what we cannot observe? What is a scientific theory? What is a law of nature? What is the goal of science? To predict? To explain? What is it to explain something, anyway? And how does science explain? Are explanations in science like explanations in history? For that matter, are explanations in physics like those in psychology? Science is often held up as the paragon of rationality and objectivity. But what is it to be rational or objective? Are choices among competing scientific theories fully rational? Is science opposed to "the humanities"? Are there such things as scientific values? If so, are they antagonistic to the values of freedom and justice, or to those of particular groups, such as women?

Requisite: One course in Philosophy or consent of the instructor. First semester. Professor George.

38. Meta-Ethics. Broadly, moral philosophy has been divided into two main areas. In "normative ethics," one addresses such questions as: How should one act? What makes an action right? What is the nature of happiness? In "meta-ethics," in contrast, the theorist is concerned to investigate the nature of moral judgments and whether indeed we really do make moral judgments rather than merely express certain kinds of attitudes. This course is concerned with questions of this second kind. We shall aim to determine whether our moral claims are capable of being true and what other explanations there might be for our moral utterances if we do not understand them to be attempts to describe an independent moral reality. Whereas normative ethics is reasonably self-contained in its subject matter, meta-ethics is not. To address its characteristic questions, one needs to look at wider issues in semantics, metaphysics, epistemology, and the philosophy of mind to see how these apply in the particular case of moral beliefs and judgments

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Shah.

41s. Nietzsche. A careful reading of *Beyond Good and Evil*, *The Gay Science*, *On The Genealogy of Morals*, *Ecce Homo*, selections from *The Will to Power*, and finally *Thus Spoke Zarathustra*.

Requisite: Philosophy 17 or 18. Not open to first-year students. Limited to 25 students. Second semester. Omitted 2001-02. Professor Smith.

42. Wittgenstein. The Philosophy of Ludwig Wittgenstein. After some preliminary work in Frege and Russell, the course will be devoted to an examination of Wittgenstein's *Tractatus Logico-Philosophicus* and to the first part of his *Philosophical Investigations*.

Suggested requisite: Philosophy 13, 17, and 18, or the equivalent. Limited to 15 students. Second semester. Omitted 2001-02.

43. Introduction to Twentieth-Century Philosophy. We will examine and discuss some of the most significant contributions to Western philosophy over the past hundred years. The course will draw on both the analytical and Continental traditions, emphasizing the commonalities as well as differences between them. We will read works by figures such as Frege, Husserl, Carnap, Heidegger, Wittgenstein, Quine, and Derrida.

Requisite: Philosophy 18 or consent of the instructor. Limited to 30 students. First semester. Professor Vogel.

44f. Kant. An examination of the central metaphysical and epistemological doctrines of the *Critique of Pure Reason*, including both the historical significance of Kant's work and its implications for contemporary philosophy.

Requisite: Philosophy 18 or consent of the instructor. First semester. Omitted 2001-02. Professor Vogel.

47. Existentialism. Existentialism claims to make a break with the Western philosophic tradition by radically reconceiving human existence. We will assess the validity of the Existential Tradition's self-conception. Themes to be examined include the possibility of authenticity, our encounter with others, the significance of death, and the ontological import of gender. Readings will be drawn from major figures in this Tradition, including Heidegger, Sartre, and de Beauvoir.

Requisite: One course in Philosophy (ideally Philosophy 18); preference will be given to advanced students. First semester. Omitted 2001-02.

49s. Aristotle. For hundreds of years, Aristotle was known simply as "The Philosopher." Indeed, in many ways Aristotle defined the scope and methods of Western Philosophy. We will consider Aristotle's reasons for fixing the boundaries of philosophy where he did. In addition, we will examine Aristotle's main doctrines concerning language and reality, scientific method and the structure of scientific knowledge, the nature of "things," the nature of life and living organisms, the relationship between soul and body, the nature of human action, the connection between human virtue and happiness, and the ways in which his views are based on, and challenge, our ordinary ways of regarding the world around us.

Requisite: One course in Philosophy or consent of the instructor. Second semester. Professor Gentzler.

50. Philosophy of Mathematics. Reflection on mathematics has been central to the development of recent modern philosophy, especially that in the Analytic tradition. It has also provided an important impetus to the development of certain branches of mathematics, e.g., mathematical logic and foundational studies. This course will examine the three "classical" philosophies of mathematics developed and debated most intensely from the late nineteenth century until the 1930s: logicism, intuitionism, and finitism. The mathematical and philosophical work in these areas complement one another and indeed are, to an important extent, intertwined. For this reason, our exploration of these philosophies of mathematics will examine both the philosophical vision that animated them and the mathematical work that gave them content. In discussing logicism, we will focus primarily on the writings of Gottlob Frege. Some indication of how the goal of logicism—the reduction of mathematics to logic—was imagined to be achievable will also be given: introduction to the concepts and axioms of set theory, the set-theoretic definition of "natural number," the Peano axioms and their derivation in set theory, reduction of the concepts of analysis to those in set theory, etc. Some of the set-theoretic paradoxes will be discussed as well as philosophical and mathematical responses to them. In the section on intuitionism, we will read papers by L.E.J. Brouwer and Michael Dummett, who argue that doing mathematics is more an act of creation than of discovery. This will proceed in tandem with an introduction to intuitionistic logic, which stands in contrast to the more commonly used classical logic. Finally, we will discuss finitism, as articulated in the writings of David Hilbert, who sought to reconcile logicism and intuitionism. Students will then be taken carefully through Gödel's Incompleteness Theorems and their proofs. The course will conclude with an examination of the impact of Gödel's work on Hilbert's attempted reconciliation, as well as on more general philosophical questions about mathematics and mind.

Requisite: Philosophy 13 or Mathematics 34 or consent of the instructors. Second semester. Professors A. George and Velleman.

60. Seminar: Topics in Contemporary Philosophy. The topics to be discussed will vary from year to year. We will examine and engage issues that are the focus of some of the most significant and probing recent work in philosophy. This seminar is not a survey, but will instead concentrate on two or three of the following: the nature of possibility and necessity and the status of "possible worlds," identity over time, causation and laws of nature, rules and rule-following, color, self-knowledge, concepts and conceptual knowledge, truth, and the relation between mind and world. Readings will be drawn from the work of figures such as Quine, Kripke, Lewis, Davidson, Stalnaker, Evans, McDowell, and Field.

Requisite: Two courses in philosophy or consent of the instructor. Some background in logic (Philosophy 13 or the equivalent) would be helpful. Limited to 15 students. Second semester. Omitted 2001-02. Professor Vogel.

61. Seminar: Skepticism. The topics change from year to year. Some of the most interesting and most characteristic work in recent philosophy has been concerned with the problem of skepticism about the external world, i.e., roughly, the problem of how you know that your whole life isn't merely a dream. We will critically examine various responses to this problem and, possibly, consider some related issues such as relativism and moral skepticism. There will be readings from authors such as Wittgenstein, Moore, and Austin, and philosophers working today such as Dretske and Putnam.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. First semester. Professor Vogel.

62. Seminar: Rights. A philosophical examination of rights—natural, human, moral and legal—including such questions as: What are rights? What is their ontological status? Are any (or all) rights universal and objective? How, if at all, are rights-claims to be justified or validated? What is the function of rights and rights-talk within various normative regimes or discourses? How are rights similar to, and different from, other aspects of the normative world? Might such things as animals, forests, and the environment have rights?

Readings will be drawn from a variety of historical, religious, philosophical and political traditions and perspectives including some that contend vigorously in support of rights and their alleged importance in our normative lives and others that are less sanguine (even skeptical) about rights.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Second semester. Professor Kearns.

63. Seminar: Morality and the Demands of Friendship. Your friend and a stranger are both drowning, and you can save only one of them. Whom should you save? Common-sense moral intuition tells us not only that it is permissible, but even that it is obligatory to save our friend. Furthermore, common-sense tells us that our reason for saving our friend ought to be simply that our friend is drowning. However, neither of the two most popular ethical theories, consequentialism and Kantianism, seems able to account for the correctness of action for the sake of friendship. In this seminar we will examine this tension and the possibilities for reconciling the value of friendship with ethical theory.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. Second semester. Professor Shah.

65. Seminar: Consciousness. Many philosophers regard the mind as entirely physical: according to "materialism," mental states and events are nothing more than complex arrangements of the natural properties and processes we find in inanimate portions of reality. The most trenchant problem for such philosophers has been to provide a materialistically adequate explanation or understanding of human consciousness. How, asks the non-materialist, can the "raw feel" of an intense toothache, the taste of a good Merlot, the "rich" experiential quality of a violin, or the inner life of a bat be fully understood as nothing more than a complex arrangement of physical particles? Isn't there some aspect of consciousness that will elude any materialist analysis? This seminar will focus on recent materialist attempts to meet consciousness-based objections of this type. In examining the contemporary debate, we will discuss the following questions: What is the relation between consciousness and self-consciousness (i.e., the capacity of the mind to reflect upon itself)? Are there connections between language and consciousness, and between consciousness and moral considerability? Can functionalist versions of materialism accommodate the possibility of "color-spectrum inversion"? Is the special introspective access we have to our own mental states infallible or self-intimating? Is introspection a perceptual faculty like vision?

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. First semester. Omitted 2001-02. Professor Moore.

66. Seminar: Topics in Ancient Philosophy. This year we will study Plato's *Republic,* sometimes regarded as the greatest work of Western philosophy ever written, sometimes as a terrible affront to human dignity. In the *Republic,* Plato addresses almost every major philosophical problem: How should I live my life? How is a just society organized? What makes a person just, wise, courageous, or self-controlled? What makes a person happy? Are human actions all self-interested? What is the purpose of education? What is the nature of knowledge? Which objects can be known? Can we gain knowledge through reason alone? What is human nature? Do women and men have different natures? Are people basically equal? What is art, and is it valuable?

As we will discover, Plato's position on these questions is not always obvious. Besides considering interpretive questions, we will assess the plausibility of the positions to which Plato seems to be committed.

Requisite: Two courses in Philosophy. Limited to 15 students. Preference given to students who have taken Philosophy 17. Second semester. Omitted 2001-02. Professor Gentzler.

68f. Seminar: The Analytic Tradition: Language, Method and Nonsense. Analytic philosophy is said to be the dominant school of philosophy today. But what is it? What, if anything, is distinctive about the concerns or methodology of analytic philosophy? What has it taught us? We shall explore these questions through an intensive examination of central texts in the analytic tradition. We shall pay special attention to the following themes and their interconnections: the tradition's concern with language and the nature of meaning, with the limits of sense and rationality, and with the search for a philosophical method.

Requisite: Two courses in Philosophy or consent of the instructor. Limited to 15 students. First semester. Omitted 2001-02. Professor George.

77. Senior Departmental Honors. Required of candidates for Honors in Philosophy. Directed research culminating in a substantial essay on a topic chosen by the student and approved by the Department.

Open to Seniors with consent of the Department. First semester. The Department.

78. Departmental Honors Course. Required of candidates for Honors in Philosophy. The continuation of Philosophy 77. In special cases, subject to approval of the Department, a double course.

Open to Seniors with consent of the Department. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

Admission with consent of the instructor. First and second semesters.

RELATED COURSES

Natural Philosophy: The Conceptual Puzzles of the Quantum World. See Colloquium 24.

Second semester. Professors Vogel and Jagannathan.

Artificial Intelligence. See Computer Science 24.

First semester. Professor Rager.

The Image of Law in Social and Political Thought. See Law, Jurisprudence and Social Thought 26.
Second semester. Professor Kearns.

Modern Classics in Political Philosophy. See Political Science 28.
Second semester. Professor Mehta.

Ancient Political Philosophy. See Political Science 49.
First semester. Professor Mehta.

Issues in Buddhist Philosophy. See Religion 72f.
Limited enrollment. First semester. Professor to be named.

PHYSICAL EDUCATION

Professors Gooding (Chair), Morgan, and Thurston; Coaches Arena, Bagwell, Cowperthwait, Everden, Faulstick, Hixon, McBride, Mills, Nedeau, Nichols, Paradis, Robson, and Schur.

The courses in Physical Education are available to all Amherst College students and members of the College community. All courses are elective, and although there is no academic credit offered, transcript notation is given for successful completion of all courses.

Courses are offered on a quarter basis, two units per semester, and one unit during the January interterm. Classes are offered on the same time schedule as all academic courses. Students are encouraged to enroll in courses that interest them and may obtain more information about the Physical Education Program from the Department of Physical Education and Athletics.

In an attempt to meet the needs and interests of the individual student, the Department offers the following:

1. **Physical Education Courses.** In these courses, the basic skills, rules and strategy of the activity are taught and practiced. This program emphasizes individual activities which have value as lifelong recreational pursuits.
2. **Recreational Program.**
   (a) **Organized Recreational Classes,** in which team sports are organized, played, and supervised by Physical Education Department personnel, and
   (b) **Free Recreational Scheduling,** where the Department schedules, maintains and supervises facilities and activities for members of the College community, i.e., recreational golf, skating, squash, swimming and tennis.

A detailed brochure concerning all programs is available upon request from the Department of Physical Education. Details concerning the College's physical education and athletic programs also appear in the *Student Handbook*.

PHYSICS

Professors Hilborn, Hunter*, Jagannathan (Chair), and Zajonc; Assistant Professors Friedman, Hall, and Loinaz; Visiting Assistant Professor Moreau.

The sequence Physics 16, 17 is designed primarily for students who require two semesters of physics with laboratory, but in special cases it can also serve as the introductory sequence for the Physics major. A student who decides after taking Physics 16 to take Physics 33, or who decides after taking Physics 17 to take Physics 34, can make special arrangements with the department. Students electing Physics 16 and 17 can also take Physics 14.

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*On leave first semester 2001-02.

The sequence Physics 32, 33, 34, 35 will be the one normally taken by Physics majors. All or part of the sequence is recommended for majors in other sciences or for any student who wants a mathematically-based introduction to physics. The requisites for Physics 32, 33, 34 are Mathematics 11, 12, 13, respectively. Students with a strong background in physics and mathematics may be excused from Physics 16 or 32. It is recommended that such students take the Advanced Placement Examination in Physics (AP Physics C, Mechanics). An exam for placing out of Physics 32 will be given at the start of the fall semester. Physics 21 is a course which provides a broad introduction to contemporary physics, and students with diverse interests and a taste for mathematical work are urged to consider this course as an elective.

Major Program. Any student considering a major in Physics should seek the advice of a member of the Department as early as possible in order to work out a program best suited to the student's interest and ability, whether a career is being considered in physics, engineering, secondary-school science teaching, one of the inter-science fields such as geophysics or biophysics, or a field such as law or business. To preserve the option of doing a thesis in the senior year, Mathematics 11, 12, 13 should be taken consecutively starting in the first semester of the first year. Physics 32, 33, 34, 35 should be taken consecutively starting in the second semester of the first year, and Physics 42 should be taken in the second semester of the sophomore year. The course requirements for a major in Physics are Mathematics 11, 12, 13; Physics 32, 33, 34, 35, 42, 47 and 48.

Students intending to make a career in physics should seriously consider taking one or more electives in physics and mathematics. Physics 72 offers the opportunity for advanced laboratory experience, while Physics 66 and 75 provide for advanced theoretical work.

All Physics majors must take a written examination in the second semester of their junior year. This examination is a preliminary to the Senior Comprehensive Examination which students must pass as a requirement for graduation.

Departmental Honors Program. The course requirements for a major with Honors are the courses listed above, plus Physics 77 and 78. Good performance on the preliminary examination taken at the end of the junior year will be a criterion for acceptance as a thesis student. At the end of the first semester of the senior year the student's progress on the Honors problem will determine the advisability of continuation in the Honors program.

The aim of Departmental Honors work in Physics is to provide an opportunity for the student to pursue under faculty direction an investigation in-depth into a research problem in experimental and/or theoretical physics. In addition to apparatus for projects closely related to the continuing experimental research activities of the faculty (such as holography, low-temperature physics, superconductivity, chaos, lasers, and atomic physics), facilities are available for experimental honors projects in many other areas. Subject to the availability of apparatus and faculty interest, Honors projects arising out of students' particular interests are encouraged. Students are given the opportunity to review the literature in the field, to design, construct and assemble experimental equipment, to perform experiments, and finally, to prepare a thesis, which is due in late April. During the first semester, students give preliminary talks in the Physics Seminar on their proposed projects. During the spring, they again have the opportunity to describe their work in the Physics Seminar. At the end of the second semester, students take oral examinations devoted primarily to the thesis work.

The departmental recommendation for the various degrees of Honors will be based on the student's record, Departmental Honors work, Comprehensive Examination and oral examination on the thesis.

10. Electronics. This is a hands-on course to help build basic understanding and intuition for the modern-day electronic devices and circuits that are integral to many aspects of our research, work and play. After investigating the electrical characteristics of electronic components, including discrete semiconductor devices and integrated circuits (ICs), we will go on to build and analyze both analog and digital circuits, gaining insight into electronic control devices, data acquisition systems and computers. Lecture and discussion periods will be followed by experiments to help solidify the new concepts. While the course is introductory, experienced students will be able to explore more complex circuitry and will be encouraged to apply some of their newly developed electronics knowledge and creativity to ongoing individual research projects in other fields. One hour of lecture and one three-hour laboratory per week.

Second semester. Professors Hall and Hilborn.

12. Light, Color and Vision. This course will provide a broad introduction to the physics of light, color and vision. Topics to be covered include a brief history of physical models of light, optical instruments such as microscopes, telescopes and cameras, the human eye, visual perception, color vision, neural processing of visual information, optical illusions, polarized light, lasers and quantum optics, color in art, holography, rainbows and other optical effects in nature. Two class meetings per week.

Second semester. Omitted 2001-02.

14. Natural Philosophy: Understanding Space and Time. This course deals primarily with Einstein's special theory of relativity—one of the supreme achievements of the human intellect. The emphasis is on the logical structure of the theory and on its profound implications for the nature of space and time. We will analyze in detail the meaning of such counterintuitive conclusions as "moving clocks run slow." We will derive and analyze the equivalence of mass and energy ($E = mc^2$) and its important consequences. The course also contains a considerable amount of historical material.

The approach is elementary but rigorous. The course is aimed at a non-specialist audience; no advanced mathematics is required. Simple algebra will, however, be used liberally. The necessary physics will be presented as we go along.

The course will conclude with a brief introduction to general relativity and cosmology.

Second semester. Omitted 2001-02. See Colloquium 24.

16f. General Physics I: Mechanics and Thermodynamics. This course will examine two of the main divisions of Classical Physics: Newtonian Mechanics and Thermodynamics. Newton's laws will be used to describe and explain a variety of simple motions including linear and circular motion, motion in a gravitational field, motion in the presence of friction, and simple harmonic motion. Work, mechanical energy and momentum will be discussed as underlying concepts in our understanding of all mechanical processes. The extent to which changes in temperature affect natural systems will be studied primarily through the introduction of the concepts of heat and entropy, and applications of the first and second laws of thermodynamics. Topics such as rotational dynamics, fluid mechanics, phase transitions, calorimetry, and kinetic theory may be added at the discretion of the instructor. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. First semester. Professors Jagannathan and Loinaz.

16. General Physics I: Mechanics and Thermodynamics. Same description as Physics 16f.

Second semester. Professors Friedman and Jagannathan.

17. General Physics II: Electromagnetism, Optics and Atomic Physics. Basic observations of electric and magnetic forces (the most important forces governing the structure of matter), their mathematical description, and the unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Introduction to wave motion, optics and selected topics from atomic and nuclear physics. Laboratory experiments on electrical circuits, electronic measuring instruments, optics and optical instruments, and radioactivity and its measurement. Three hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 16. First semester. Professor Moreau.

17s. General Physics II: Electromagnetism, Optics and Atomic Physics. Same description as Physics 17.

Second semester. Professors Zajonc and Moreau.

21. Physics for the Twenty-First Century. This course provides an introduction to contemporary physics for a broad range of students including potential science majors as well as other students who have an interest in the physical sciences. No background other than secondary school mathematics and physics will be assumed. Some of the most exciting topics in physics today will be treated. Quantum mechanics and Einstein's theory of special relativity will be systematically taught at an introductory level. These theories will act as the basis for a discussion of current hot topics such as quantum computing, lasers, atomic physics and cosmology. Other topics such as fundamental symmetries, particle physics, chaos and nonlinear dynamics will be treated as time permits. The impact these developments have had on our thinking and on technology will also be treated.

First semester. Professor Jagannathan.

32. Newtonian Mechanics. The fundamental laws of Newtonian mechanics are applied to a variety of simple motions including free-fall in a gravitational field, simple harmonic motion, and rigid-body rotation. The conservation laws (linear momentum, angular momentum, and mechanical energy) are introduced in various contexts and are shown to serve as unifying physical principles. Emphasis is placed on mathematics (including vector algebra and calculus) as powerful tools in understanding phenomena. This course includes an introduction to the use of computers in physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 11 or equivalent. Second semester. Professor Hunter.

33. Electromagnetism and Electronics. Fundamentals of electricity and magnetism using differential and integral calculus. The unified treatment of electric and magnetic effects in Maxwell's electromagnetic theory. Laboratory experiments on electrical circuits and electronic measuring instruments. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 32 and Mathematics 12 or consent of the instructor. First semester. Professor Hall.

34. Waves, Optics and Thermal Physics. The general characteristics of wave motion will be approached through the wave equation and the solution to the boundary value problem. Included in the course will be the treatment of geometrical optics, energy relationships in waves, diffraction, interference, reflection, refraction and polarization. The second part of the course deals with simple thermal phenomena, the laws of thermodynamics, and an introduction to the kinetic theory of gases. The associated laboratory/recitation sections will be used for optical experiments as well as further discussion of lecture material. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Mathematics 13 and Physics 33 or consent of the instructor. Second semester. Professor Loinaz.

35. Relativity and Quantum Physics. This course covers important developments in twentieth-century physics. The theory of Special Relativity is treated in some detail. Then the inadequacies of the classical explanations of such phenomena as blackbody radiation and the photoelectric effect are discussed. The partial, but imaginative, solution given by old "quantum theory" serves as a point of departure for the more systematic theory of atomic dynamics given by the "quantum mechanics." The course concludes with a selection of topics from atomic, nuclear, particle, and condensed-matter physics. Four hours of lecture and discussion and one three-hour laboratory per week.

Requisite: Physics 34 or consent of the instructor. First semester. Professors Friedman and Zajonc.

40. Seminar: Topics in Contemporary Physics. This course will give an overview of topics of current interest in physics. The topics will be selected from cosmology, general relativity, high-energy physics, chaos, quantum optics, fundamental symmetries and condensed matter physics. The course will consist of a mix of readings, discussion of articles in research journals and student presentations.

Requisite: Physics 35 or consent of the instructor. Limited to 15 students. Second semester. Omitted 2001-02.

42. Mechanics. Newtonian mechanics of particles and systems of particles, including rigid bodies. Elementary vector analysis and potential theory, central forces, the two-body problem, collisions, moving reference frames, and—time permitting—an introduction to Lagrangian methods. Special emphasis is placed on oscillatory phenomena. Four class hours per week and occasional laboratories.

Requisite: Physics 33 and Mathematics 13, or consent of the instructor. Second semester. Professor Friedman.

47. Electromagnetic Theory. A development of Maxwell's electromagnetic field equations and some of their consequences using vector calculus. Topics covered include: electrostatics, steady currents and static magnetic fields, time-dependent electric and magnetic fields, and the complete Maxwell theory, energy in the electromagnetic field, Poynting's theorem, electromagnetic waves, and radiation from time-dependent charge and current distributions. Four class hours per week.

Requisite: Physics 34, 42, or consent of the instructor. First semester. Professor Hilborn.

48. Quantum Mechanics. Wave-particle duality and the Heisenberg uncertainty principle. Basic postulates of Quantum Mechanics, wave functions, solutions of the Schroedinger equation for one-dimensional systems and for the hydrogen atom. Four class hours per week and occasional laboratories.

Requisite: Physics 35 and Physics 42 or consent of the instructor. Second semester. Professor Hall.

75. Thermodynamics and Statistical Mechanics. First, second and third laws of thermodynamics with applications to various physical systems. Phase transitions. Applications to low temperature physics, including superconductors and liquid helium. Introductory kinetic theory and statistical mechanics. Applications of Fermi-Dirac and Bose-Einstein statistics. Four class hours per week.

Requisite: Physics 35 or equivalent. First semester. Professor Loinaz.

77. Senior Departmental Honors. Individual, independent work on some problem, usually in experimental physics. Reading, consultation and seminars, and laboratory work.

Designed for Honors candidates, but open to other advanced students with the consent of the Department. First semester. The Department.

78, D78. Senior Departmental Honors. Same description as Physics 77. A single or double course.

Requisite: Physics 77. Second semester. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course. First and second semesters.

PICK COLLOQUIA

The Pick Colloquium is part of the Pick Readership established in 1999 by Thomas and Sally Pick to include courses in environmental studies in the curriculum. Under the Readership, a faculty member is appointed to be the Pick Reader for three years, during which time he or she coordinates lectures and panel discussions on environmental themes and organizes one or two interdisciplinary colloquia on the environment each year. The Pick Reader also advises students interested in preparing themselves for careers in environmental studies and related fields.

1. Endangered Species: Science, Uncertainty, and Public Policy. There can be no denying the fact that we are witnessing the disappearance of an alarming number of species. It is less clear what this loss of biodiversity means. Does it signal the imminent collapse of the biological processes that sustain life, much as a canary's death in a coal mine signals a lethal loss of oxygen? Or are current extinctions just another phase of a timeless ebb and flow in which some species perish while others prosper?

Much depends on how these questions are answered. How we measure rates of species loss is a matter of some contention. It is also by no means certain that our focus should be on species rather than on a broader concern for habitats. Even if we should properly focus on species, we might still want to know if we should be equally concerned with all species at risk or only those species that can be demonstrated to play a vital role in ecosystems of which they are a part. In addition to these questions, there are a host of difficult questions about what, if anything, we might do to stop or even slow down the rate at which species are going extinct.

Exploring such questions as these will require us to move across a number of disciplines as we search for ways of assessing the risks posed by biodiversity and how we evaluate various possible policy responses. Economic and political considerations weigh as heavily as biological perspectives once we begin to ask ourselves "what can we do." After considering the general parameters of species loss, we will focus on the controversial case of the spotted owl, whose endangerment significantly reduced logging in old growth forests in the Pacific Northwest. In addition to considering the case of the spotted owl, each student will be expected to select for intensive study a plant or animal species (or a community of species) that is endangered or threatened and assess the ecological, hydrogeological, cultural, political, and economic implications of arguing for its protection. Students will share the results of their research in oral presentations to the class. One two-hour class meeting per week.

Not open to first-year students. Limited to 25 students. First semester. Professors Dizard, Martini, and Temeles.

2. The Environmental Imagination. Though most people agree that contemporary society faces an "ecological crisis," deep divisions remain concerning the extent of our environmental problems and what we should do about them. Public debates about the environment usually take the form of arguments over scientific knowledge and technological means, but beneath the surface of these controversies lie more profound disagreements about the meaning of nature and the proper relationship between human beings and the non-human world. Is human civilization natural or unnatural? Is our technology constructive or destructive? Should we regard ourselves as a part of nature or apart from nature?

In this course, we will examine some of the divergent images that underpin current debates over environmental policy and consider the different roles for nature implied by each perspective. For example, should we view nature as a repository of physical resources put here for our use, to improve our material condition? Or is the natural world most importantly a source of knowledge and understanding about "how things work": should our primary connection to nature be that of an observer, examining its physical properties and the interactions between its constituent parts?

Or do we mislead ourselves when we focus only on the material aspects of the non-human world? Is nature, most fundamentally, a source of metaphor and symbol for the human imagination, a repository of value and spiritual insight—a mirror that, quite properly, reflects as much about ourselves as about the world around us?

In this course, we will consider how a number of thinkers have grappled with such questions as these. Henry David Thoreau is among the first to try to come to terms with both the material and the symbolic aspects of nature; we will read *Walden* and selections from Thoreau's scientific notebooks. We will also consider the writings of other scientists, historians, novelists, and philosophers, and view the work of artists who have wrestled with the complexities of our imaginings and understandings of nature and proposed a variety of relationships between human culture and the natural environment. Two class meetings per week

Not open to first-year students. Limited to 20 students. Second semester. Professor Dizard and Lecturer Looker.

POLITICAL SCIENCE

Professors Arkes (Chair), Basu†, Bumiller†, Dumm*, Machala, Mehta, Sarat, W. Taubman, and Tiersky; Assistant Professor Corrales; Loewenstein Fellows MacNeil and Stein; Mellon Fellow Zuern; Five College Professors Klare and Western.

Major Program. Majors in Political Science must complete one course numbered 3 to 10. Students may count only one of these courses toward the major. Because they are designed to introduce students to the study of politics, the department recommends that they be taken in the first or second year.

Offerings in the Department include courses in American government, politics, law and public policy, comparative government and politics, international relations, and political theory. While majors are not required to take courses in each of these areas, the Department encourages students to do so.

Rite majors are required to take at least nine courses. Honors candidates, however, take at least 11 courses of which three, Political Science D77-78, are senior courses devoted to researching and writing the honors thesis. All students, both honors and *rite*, must also take at least one advanced seminar from a group of seminars to be designated in the list of course offerings.

Departmental Honors Program. Students who wish to be considered for graduation with Departmental Honors in Political Science must take part in the Honors program. The Honors program provides qualified students with a culminating opportunity for independent undergraduate research and writing. Candidates for Honors in Political Science will normally take Political Science D77 and 78. The double course in the first semester provides time for students to complete a first draft of a thesis, which must be submitted by the middle of January. At that time, the candidate's advisor, in consultation with a second reader, will evaluate the draft of the thesis and determine whether it merits the candidate's continuing in the Honors program during the second semester. Students who have completed Political Science D77 but who either are not permitted or choose not to enroll in Political Science 78 will be assigned a grade for work completed in Political Science D77. Students continuing in the Honors program will receive a single grade for the sequence of three courses upon completion of Political Science 78.

A cumulative average of B is required for admission to the Honors program. Students are admitted upon application in the first week of the fall semester senior year. The application consists of a brief description of their thesis topic—what it is, why it is important, and how it is to be illuminated. Prospective applicants should consult with members of the Department during the junior year to define a suitable Honors project, and to determine whether a member of the Department competent to act as advisor will be available to do so. Permission to pursue projects for which suitable advisors are not available may be denied by the Department.

3. Secrets and Lies. Politics seems almost unimaginable without secrecy and lying. From the noble lie of Plato's Republic to Oliver North's claim that he lied to Congress in the name of a higher good, from the need to preserve secrets in the name of national security to the endless spinning of political campaigns, from President Kennedy's behavior during the Cuban missile crisis to current controversies concerning lies by the tobacco industry, from Freud's efforts to decode the secrets beneath civilized life to contemporary exposés of the private lives of politicians, politics and deception seem to go hand-in-hand. This course investigates how the practices of politics are informed by the keeping and telling of secrets, and the telling and exposing of lies. We will address such questions as: When, if ever, is it right to lie or to breach confidences? When is it right to expose secrets and lies? Is it necessary to be prepared to lie in order to advance the cause of justice? Or, must we do justice justly? When is secrecy really necessary and when is it merely a pretext for Machiavellian manipulation? Are secrecy and deceit more prevalent in some kinds of regimes than in others? As we explore those questions we will discuss the place of candor and civility in politics; the relationship between the claims of privacy (e.g., the closeting of sexual desire) and secrecy and deception in public arenas; conspiracy theories as they are applied to politics; and the importance of secrecy in resistance and revolutionary movements. We will examine the treatment of secrecy and lying in political theory as well as their appearance in literature and popular culture, for example, *King Lear, Wag the Dog, Mr. Smith Goes to Washington, The Year of Living Dangerously*, and *Quiz Show*.

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*On leave 2001-02.

†On leave first semester 2001-02.

Limited enrollment. First semester. Professor Sarat.

4. The State. Most humans live in territories that are controlled by a state. Why do most nations have states? Why do different nations have different types of states? Why are some states more repressive than others, more war-prone than others, better promoters of development than others, more inclusive than others? How can we make sense of the varied reactions to state domination, ranging from active support to negotiated limits to apathy to vigorous contestation? Does globalization make states more or less democratic, more or less efficient, more or less able to promote development?

This course goes to the heart of current debates on the "state of the state." How significant is the state in an era in which its sovereignty is increasingly eroded both by global and domestic forces? What ought to be the proper role of the state in the twenty-first century? This question is central to the current debates taking place—in the U.S. and abroad—on the extent to which countries should open up their economies, privatize social services, incorporate minorities and immigrants, recognize gay marriages, accommodate religious fundamentalism, etc. We will explore these questions by studying political theorists and empirical cases from around the world.

Limited enrollment. Second semester. Professor Corrales.

5. Politics, Statecraft, and the Art of Ruling. In the teaching of the classic philosophers, the central questions of politics are questions of justice: What are the grounds of our judgment on the things that are just or unjust, right or wrong? What is the nature of the just, or the best, political order? What measures would we be "justified" in imposing with the force of "law"? What is the nature of that regime we would seek to preserve in this country—or, on the other hand, what are the regimes that we would be justified in resisting in other places, even with the force of arms? The problem of judgment must point to the principles, or the standards, of judgment, and to an understanding that is distinctly philosophic. But political men and women also need a certain sense of the ways of the world: the things that hold people in alliance or impart a movement to events; the ways in which the character of politics is affected by the presence of bureaucracies or elections; the arts of persuasion; the strains of rendering judgments. And the knowledge of these things must depend on experience. In this style of introduction to Political Science, a central place will be given over to the study of statesmen and politicians: Lincoln, Churchill, Eisenhower, but also Kennedy, Johnson, Reagan. The course will draw us back to Aristotle and Plato, to Machiavelli and the American Founders, but then it will also encompass the study of voting and campaigns, and the more recent politics of race and gender.

Limited enrollment. First semester. Professor Arkes.

7s. Leadership, Citizens, and Democracy. The paradox of democracy is that self-government requires a perpetual struggle, a kind of permanent war, between the people and their leaders. Why do we need leaders? Is the ambitiousness of leaders good, bad, or indifferent? How can the warring instincts of citizenship and leadership be reconciled? Should those who want to be leaders be praised or blamed? Can leaders ever keep faith with democratic principles? Do leaders always have "dirty hands"?

Limited enrollment. Second semester. Professor Tiersky.

18f. The Social Organization of Law. (Also Law, Jurisprudence and Social Thought 18f.) See Law, Jurisprudence and Social Thought 18f.

First semester. Professor Sarat.

20f. Rethinking Post-Colonial Nationalism. Nationalist fervor seemed likely to diminish once so-called Third World nations achieved independence. However, the past few years have witnessed the resurgence and transformation of nationalism in the post-colonial world. Where anti-colonial nationalist movements appeared to be progressive forces of change, many contemporary forms of nationalism appear to be reactionary. Did nationalist leaders and theoreticians fail to identify the exclusionary qualities of earlier incarnations of nationalism? Were they blind to its chauvinism? Or has nationalism become increasingly intolerant? Was the first wave of nationalist movements excessively marked by European liberal influences? Or was it insufficiently committed to universal principles? We will explore expressions of nationalism in democratic, revolutionary, religious nationalist, and ethnic separatist movements in the post-colonial world.

First semester. Omitted 2001-02. Professor Basu.

21s. American Government. This course is an introduction to American national government. We will study the meaning of constitutional rule, federalism, the structure and politics of the Presidency, Congress and Supreme Court, parties and elections, and selected issues in foreign and domestic policy.

Second semester. Omitted 2001-02. Professor Dumm.

22. U.S.-Latin America Relations. Can small and non-powerful nations ever profit from a relationship with a more powerful hegemon? Who gains and who loses in this type of asymmetrical relationship? This seminar attempts to answer these questions by looking at the relations between the U.S. and Latin American nations. The seminar begins by presenting different ways in which intellectuals have tried to conceptualize and analyze the relations between the U.S. and Latin America. These approaches are then applied to different dimensions of the relationship: (1) intra-hemispheric relations prior to World War II (the sources of U.S. interventionism and the response of Latin America); (2) political and security issues after World War II (the role of the Cold War in the hemisphere and U.S. reaction to instability in the region, with special emphasis on Cuba in the early 1960s, Peru in the late 1960s, Chile in the early 1970s, Central America in the 1980s); and (3) economic and business issues (the politics of foreign direct investment and trade, and the debt crisis in the 1980s). Finally, we examine contemporary trends: the emerging hemispheric convergence, economic integration, drug trade, immigration, the defense of democracy regime, the re-emergence of multilateral interventionism, and plan Columbia.

Requisite: Political Science 26 or its equivalent. This course fulfills the requirement for an advanced seminar in political science. Limited enrollment. Admission with consent of the instructor. Second semester. Omitted 2001-02. Professor Corrales.

23s. Political Obligations. The mark of the polity, or the political order, has always been the presence of "law"—the capacity to make decisions that are binding, or obligatory, for everyone within the territory. The roots of obligation and law are the same: "ligare," to bind. When the law imposes a decision, it restricts personal freedom and displaces "private choice" in favor of a public obligation, an obligation applied uniformly or universally. The law may commit us then on matters that run counter even to our own convictions, strongly held, about the things that are right or wrong, and even on matters of our private lives. The law may forbid people to discriminate on grounds of race even in their private businesses; the law may forbid abortions, or on the other hand, the law may compel the funding of abortions even by people who find them abhorrent. This state of affairs, this logic of the law, has always called out for justification, and in facing that question, we are led back to the original understanding of the connection between morality and law. The law can justify itself only if it can establish, as its ground, propositions about the things that are in principle right or wrong, just or unjust—which is to say, right or wrong, just or unjust, for others as well as ourselves. The questions of law and obligation then must point to the questions at the root of moral philosophy: What is the nature of the good or the just, and the grounds on which we may claim to "know" moral truths?

The course will proceed through a series of cases after it returns to the beginning of political philosophy and lays the groundwork for the argument. We will begin with Aristotle on the polis, and the debate between Abraham Lincoln and Stephen Douglas on "natural rights." We will draw on Kant and Hume, on Thomas Reid and Bertrand Russell, as we seek to set the groundwork in place. The argument of the course will then be unfolded further, and tested, through a train of cases and problems: conscientious objection, the war in Vietnam, the obligation to rescue, the claims of privacy. And the culmination will come on the issues of abortion, euthanasia, and assisted suicide.

Second semester. Professor Arkes.

25s. Comparative European Political Development. An introduction to European government and politics. The course is strongly historical. Britain, France, Germany, and Italy are the focus. European integration and the European Union are discussed at the end, in relation to the national development of Europe's nation-states. The uniqueness of nation-states and political cultures is set against all the homogenizing tendencies of contemporary European life—supra nationalism, globalization, Americanization. Has there been a decline of ideology in European politics, and if so, is it a good or bad thing? Are the nation-state and national sovereignty declining or reviving in the age of European integration and globalization? What has happened to social class and class conflict in Europe? What are the causes and characteristics of today's racism, xenophobia, and immigration politics in Europe? Finally, how will Europe's declining demography—presently the lowest birth rates of any region in the world—affect all of the above?

This course is an informal sequence with Political Science 45, Contemporary Europe. Courses may be taken in either order, and one is not a prerequisite for the other. Second semester. Professor Tiersky.

26f. World Politics. An introductory course which examines the dynamics of emerging post-Cold War international military, political and economic relations. Close attention is paid to the collapse of the Soviet Union as well as the transformed role of the United States. Among the topics examined are the technological and economic bases of hegemonic power, "imperial overstretch," spheres of influence, nationalism, ethnic and racist violence, "orientalism," spread of weapons of mass destruction, state and class interests, as well as the role of law and legal institutions in world politics. Other issues to be discussed include changes in world geopolitics (the European Union, the "German Question," "China," "rogue states") as well as changes in the world economy (protectionism, free trade, globalization, regionalization). The course does not rely on a single theoretical framework; instead, we will follow in the path of such classics as Thucydides, Machiavelli, Kant, Hobbes, Clausewitz, Adam Smith and Karl Marx.

First semester. Omitted 2001-02. Professor Machala.

27s. Russian Politics Past and Present. How and why did a revolution that began as a dream of heaven on earth end up in a nightmare in which as many as 20 million perished? To what extent was Stalin's brand of totalitarianism rooted in such sources as Marxism-Leninism itself, in traditional Russian political culture, and in Stalin's own paranoid personality? How did Stalinism express itself in politics, economics, culture, and ethnic and foreign policy? What was its impact on reforms under Khrushchev and Gorbachev? The first part of the course will examine the rise and fall of the USSR. The second, post-Soviet, section will focus on three transitions (from totalitarianism toward democracy, from a supercentralized economy to a more or less free market, and from a multinational empire to fifteen separate nation-states) as well as new Russia's relations with the world and especially the United States. In addition, we will discuss general political issues as they work themselves out in Russian and Soviet contexts: the nature of revolution and nationalism, the causes and consequences of tyranny, the perils of political and social reform, and the role of power and ideology in foreign policy.

Second semester. Professor Taubman.

28. Modern Classics in Political Philosophy. This course will be an introduction to the study of modern political philosophy. The course is organized around four classic texts which will be considered chronologically; they are: Hobbes, *Leviathon*; Locke, *The Two Treatise of Government*; J.S. Mill, *On Liberty* and *Considerations on Representative Government*; and Nietszche, *Beyond Good and Evil.* The questions that will structure this study will include: What do the various philosophers take to be the original motivation underlying the formation of political society? How do these motivations conform with the normative prescriptions that are proposed? What are the limits of legitimate political authority, and what are the philosophical justifications for them? What are the justifications underlying the various proposed institutional arrangements and under what conditions can these arrangements be legitimately suspended? Finally, does the organizing of political life of necessity do violence to a more noble conception of human potentiality?

Second semester. Professor Mehta.

30f. American Politics/Foreign Policy. Since the disintegration of the Soviet Union one decade ago, the United States has emerged as the sole world Great Power. This change coincided with Clinton's presidency, his impeachment, the unprecedented growth and globalization of the U.S. economy as well as increasing social inequality and the declining interest of Americans in foreign affairs.

The purpose of this seminar will be to examine domestic social, cultural and political forces that have shaped America's post-Cold War foreign policy, such as the power of corporate capitalist interests, organized labor, ethnic lobbies, mass media, public opinion, Congress, grass roots organizations as well as the role of key government individuals. Attention will be also devoted to a comparison of Bill Clinton's and Bush junior's psychological profile, policy-making style and political leadership, as well as differences in their domestic policy objectives with an eye towards understanding how these differences influence(d) their administration's foreign policy agendas.

First semester. Professor Machala.

31. Introduction to Latin American Politics. This is an introduction to the study of modern Latin American politics. The overriding question that guides the course is: why have democracy and self-sustained prosperity been so difficult to accomplish in the region? The course is divided into four parts. The first part examines historical and institutional legacies common throughout the region that might have hindered democratic and economic development. The second part focuses on similarities in how Latin American countries have responded to this legacy since the 1930s (e.g., the rise of economic nationalism, statism, corporatism and populism). The third part looks at differences across the region by focusing on Cuba, Argentina, Chile, Mexico and Venezuela. Hypotheses will be formulated to explain why, for instance, some countries remained democratic while others did not; why some countries remained stable while others did not; why some societies resisted authoritarianism more effectively than others. This part of the course also looks at the role of political figures, institutions, political parties, societal groups (such as labor, business, the military and the Catholic Church), and cultural traits (such as machismo) in shaping these responses. The final part of the course examines developments since the 1980s—the transition to democracy and to market economies, the rise of social movements, the myths of racial and sexual democracy, the rise in crime, the endurance of porous states and laws, the re-militarization of the Andes, and neopopulism.

First semester. Professor Corrales.

33. The American Presidency. This course is an examination of the contemporary American Presidency. We will examine the Constitutional and historical roots of the growth of Presidential power, the role of the modern President in the shaping of domestic and foreign policy, Presidential elections, and the cultural and iconographic significance of the modern presidency. Special attention will be paid to contemporary conflicts between the executive and legislative branches of government.

First semester. Omitted 2001-02. Professor Dumm.

34. American Political Thought. This course is a study of aspects of the canon of American political thought. While examining the roots of American thought in Puritanism and Quakerism, the primary focus will be on American transcendentalism and its impact on subsequent thought. Among those whose works we are likely to consider are Ralph Waldo Emerson, Henry David Thoreau, Margaret Fuller, Walt Whitman, W.E.B. DuBois, William James, Jane Addams, John Dewey, Martin Luther King, Hannah Arendt, Richard Rorty, and Stanley Cavell.

Not open to first-year students. Second semester. Omitted 2001-02. Professor Dumm.

35. Contemporary African Politics. This course offers a comprehensive introduction to sub-Saharan African politics; it will investigate persistent political institutions as well as mechanisms of political change and political conflict on the continent. Key questions include: How are post-colonial African states distinctive from other post-colonial states? How do the politics of patrimonial rule, prevalent in many African states, affect processes of political and economic change, such as democratization and the implementation of structural adjustment programs? What role have external influences, from colonialism to current forms of European and North American influence (governmental and non-governmental, public and private), played in aggravating or helping to tackle Africa's current challenges? Why has much of Central Africa stretching from Rwanda to Angola recently been plagued by conflict? What factors best help us to explain the broad disparity of experiences among sub-Saharan African countries in pursuing economic growth and development?

First semester. Professor Zuern.

37. Israel, Palestine, and the Arab-Israeli Conflict: From Nationalism to Globalization. This course introduces students to the history, political economy, and cultural politics of the Palestinian/Israeli conflict. Beginning our study in the nineteenth century, we will examine the origins of Zionist settlement in Palestine, the social history of Jewish/Arab interaction in the pre-state years, and Palestinian-Arab resistance to Zionist settlement. Our study of the post-state decades (1948-1993) will pay particular attention to questions of nationalism and ethnicity, with an attention both to the relationship between Israelis and Palestinians in the West Bank, Gaza and Palestinian diaspora, and to competing nationalisms and ethnic politics within the state of Israel itself. The last portion of our course (1993-present) will examine the Oslo Peace Process and the relationship between the diplomatic reconfiguration of the Middle East and the globalization of the regional economy. We will study the ways in which nationalisms and expressions of ethnicity shift in the context of globalization, even as we seek to problematize suggestions that transnational circuits of bodies, capital, and culture within the region are "new." This course draws on interdisciplinary secondary materials, combining literature from history, anthropology, political science, geography, and literary studies in an effort to chart the relationship between the economic, political, and cultural processes of nationalism and peacemaking. Topics include the politics of historical narrative; displacement and diaspora; nationalism, gender, and identity; cultures of militarism; territory and memory; popular culture and resistance; geography and power; practices and narratives of "peace"; and the politics of memorialization.

Limited enrollment. Open to Juniors and Seniors. First semester. Professor Stein.

39. Re-Imagining Law: Feminist Interpretations. (Also Law, Jurisprudence and Social Thought 39.) Feminist theory raises questions about the compatibility of the legal order with women's experience and understandings and calls for a re-evaluation of the role of law in promoting social change. It invites us to inquire about the possibilities of a "feminist jurisprudence" and the adequacy of other critical theories which promise to make forms of legal authority more responsive. This course will consider women as victims and users of legal power. We will ask how particular practices constitute genders subjects in legal discourse. How can we imagine a legal system more reflective of women's realities? The nature of legal authority will be considered in the context of women's ordinary lives and reproductive roles, their active participation in political and professional change, their experiences with violence and pornography as well as the way they confront race, class and ethnic barriers.

Open to Juniors and Seniors. First semester. Omitted 2001-02. Professor Bumiller.

40. The Political Thought of Kant, Hegel and Marx. This seminar will consider some of the main moral and political themes in the writings by Kant, Hegel and Marx. The readings will include Kant's *Critique of Practical Reason*, selections from Hegel's *Philosophy of Right* and his *Philosophy of History*, and selections from Marx's *Capital*. An underlying and organizing theme of this seminar will be the role of history in the political thought of these thinkers.

Limited enrollment. Second semester. Professor Mehta.

41. The American Constitution I: The Structure of Rights. This course will focus on the questions arising from the relations of the three main institutions that define the structure of the national government under the Constitution. We will begin, at all times, with cases, but the cases will draw us back to the "first principles" of constitutional government, and to the logic that was built into the American Constitution. The topics will include: the standing of the President and Congress as interpreters of the Constitution; the authority of the Congress to counter the judgments—and alter the jurisdiction—of the federal courts on matters such as abortion and busing; the logic of "rights" and the regulation of "speech" (including such "symbolic expression" as the burning of crosses); and the original warning of the Federalists about the effect of the Bill of Rights in narrowing the range of our rights.

First semester. Omitted 2001-02. Professor Arkes.

42f. The American Constitution II: Federalism, Privacy, and the "Equal Protection of the Laws." In applying the Constitution to particular cases, it becomes necessary to appeal to certain "principles of law" that were antecedent to the Constitution—principles that existed before the Constitution, and which did not depend, for their authority, on the text of the Constitution. But in some cases it is necessary to appeal to principles that were peculiar to the government that was established in the "decision of 1787"; the decisions that framed a new government under a new Constitution. This course will try to illuminate that problem by considering the grounds on which the national government claims to vindicate certain rights by overriding the authority of the States and private institutions. Is the federal government obliged to act as a government of "second resort" after it becomes clear that the State and local governments will not act? Or may the federal government act in the first instance, for example, to bar discriminations based on race, and may it reach, with its authority, to private businesses, private clubs, even private households? The course will pursue these questions as it deals with a number of issues arising from the "equal protection of the laws"—most notably, with the problem of discriminations based on race and sex, with racial quotas and "reverse discrimination." In addition, the course will deal with such topics as: self-incrimination, the exclusionary rule, the regulation of "vices," and censorship over literature and the arts. (This course may be taken independently of Political Science 41, the American Constitution I.)

First semester. Professor Arkes.

44f. Liberalism and Empire. This seminar will explore the complex relationship between liberal thought and Western imperialism. It will be structured around four broad questions that are motivated by one basic fact. This fact is that as a general matter, from the seventeenth century onwards, liberal theorists were avid supporters of imperialism. The four questions are: First, what were the justificatory grounds for this support? Second, do considerations of race, ethnicity, culture and history inform this support and what specific role do they play? Third, how do the above considerations comport with the general structure and normative commitments, such as to toleration and diversity, of liberal thought? Fourth, are there concepts which are typically not associated with liberalism, such as nationhood, a sense of territorial belonging, historical forms of association and citizenship (as distinct from consensual or contractual forms), which give us some of the normatively appealing features of liberalism without also committing one to certain politically questionable implications?

The focus of the seminar will be on liberal thought and not on imperial practices. This is not a seminar on liberalism and its "other."

Limited enrollment. Open to Juniors and Seniors. Admission with consent of the instructor. First semester. Omitted 2001-02. Professor Mehta.

45. Contemporary Europe. The course deals selectively with the period 1945 to the present. Central issues are: (1) causes and patterns in the cold war, and problems in Europe's regain of independence; (2) German unification and problems of unified Germany; (3) consequences of the Soviet Union's collapse; (4) the European Union's significance; (5) contemporary issues of racism, ethnic and religious conflicts, plus the renaissance of a right-wing nationalism; (6) NATO, the European east, Russia, and contemporary security issues; (7) balance of power politics, resistance to American "hegemonism" and the "unipolar" international system.

This course is an informal sequence with Political Science 25, Comparative European Political Development. Courses can be taken in either order, and one is not a prerequisite for the other.

Not open to first-year students. First semester. Professor Tiersky.

46. Western Discourses—African Conflicts. This course will investigate the causes and outcomes of a range of post-colonial African conflicts including conflicts in Ethiopia-Eritrea, Sudan, Somalia, Sierra Leone/Liberia, the Democratic Republic of the Congo, and Rwanda/Burundi. We will explore popular Western interpretations and consider how the very processes and acts of war have been historically constructed. In exploring these conflicts, we will look at the interests and motivations of the combatants but also move beyond them, asking questions such as: Are these conflicts significantly different from those that have occurred in the West or in other regions of the developing world? What role have former colonial powers played in recent wars? How might peacekeepers or humanitarian aid agencies affect the continuation of conflict? What role do international actors ranging from multi-national corporations to mercenaries play? How have popular Western perceptions of these conflicts influenced Western responses? And how do expected Western responses affect the very nature of the conflicts and the strategies of the combatants? This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: One of Political Science 26, 30, or 35. Limited enrollment. Not open to first-year students. Second semester. Professors Zuern and Machala.

47. Asian and Asian American Women: Myths of Deference, Arts of Resistance. (Also Asian 54f and Women's and Gender Studies 47.) Even the most sympathetic observers often assume that Asian women are so deeply oppressed that they demure in face of intolerable conditions. Such notions of women's deference find echoes in popular conceptions of Asian American women. Part of the work of this course is to question assumptions of women's quiescence by redefining agency and activism. But an equally important challenge is to avoid romanticizing resistance by recognizing victimization in the absence of agency, agency in the absence of activism, and activism in the absence of social change. Thus while appreciating the inventive ways in which Asian and Asian American women resist, we will explore why such resistance may perpetuate their subjugation.

First semester. Omitted 2001-02. Professor Basu.

48f. Cuba: The Politics of Extremism. The study of Cuba's politics presents opportunities to address issues of universal concern to social scientists and humanists in general, not just Latin Americanists. When is it rational to be radical? Why has Cuban politics forced so many individuals to adopt extreme positions? What are the causes of radical revolutions? Is pre-revolutionary Cuba a case of too little development, uneven development or too rapid development? What is the role of leaders: Do they make history, are they the product of history, or are they the makers of unintended histories? Was the revolution inevitable? Was it necessary? How are new (radical) states constructed? What is the role of foreign actors, existing political institutions, ethnicity, nationalism, religion and sexuality in this process? How does a small nation manage to become influential in world affairs, even altering the behavior of superpowers? What are the conditions that account for the survival of authoritarianism? To what extent is the revolution capable of self-reform? Is the current intention of state leaders of pursuing closed politics with open economics viable? What are the most effective mechanisms to effect change of regime? Why does the embargo survive? Why did Cubans (at home and abroad) care about Elian Gonzalez? Although the readings will be mostly from social scientists, the course also includes selections from primary sources, literary works and films (of Cuban and non-Cuban origin). As with almost everything in politics, there are more than just two sides to the issue of Cuba. One aim of the course is to expose the students to as many different views and approaches as possible.

First semester. Professor Corrales.

49. Ancient Political Philosophy. This course provides an introduction to the political thought of Plato, Aristotle, and Saint Augustine. It is organized around classic texts which will be considered chronologically: Plato's *Republic* (selections); Aristotle, *The Politics*, and *The Ethics*; and St. Augustine, *The City of God*. The questions that will structure this study will include: Why is the study of politics something about which we need and can have general theories? What is the significance and the status of an "ideal" polity with respect to actual polities? What do the various philosophers take to be the original motivation underlying the formation of political society? How do these motivations conform with the normative prescriptions that are proposed? How do questions of hierarchy and equality inform ancient thought. And finally, what is the status of philosophy itself in offering political prescriptions?

First semester. Professor Mehta.

50f. Modern Social Theory. This course will consider the following broad questions with respect to Tocqueville, Marx, Durkheim and Weber: (1) What is the cement of society, i.e., what makes society a coherent unit of experience and analysis? (2) What are the rigidities and flexibilities in society, i.e., how do societies change, develop, and come apart? (3) What is the role of ideas in the cohesion and development of societies? (4) What normative constraints do the answers to the above questions place on societies? With respect to this question the focus in this course will be on the political constraints in contrast with, for instance, the technological, cultural or economic constraints.

Limited enrollment. First semester. Professor Mehta.

53. Representing Domestic Violence. (Also Women's and Gender Studies 53.) See Women's and Gender Studies 53.

First semester. Omitted 2001-02. Professor Bumiller.

54f. Seminar in War and Peace. This seminar is a conceptual and theoretical discussion of war and peace. It is not a history or policy study. What are the causes of war? Is war distinctly human, or is it an atavism of man's animal nature? What are the causes of peace? If it were possible, should war be abolished? Or is war an awful but necessary, even positive, human behavior? Are there distinctively new forms of war, such as "virtual war"?

The syllabus ranges widely. It begins from classical sources and ends with contemporary debates and new questions. Ideas discussed range from the premise that war is inevitable, an unavoidable aspect of human culture, to assertions that nonviolence, a warless world, is possible. Readings include Euripides's *The Trojan Women*; Simone Weil's *The Iliad: A Poem Of Force*; Thucydides; Quintus Curtius Rufus's *The Life Of Alexander*; Hobbes; Kant's *Perpetual Peace*; Clausewitz's *On War*; Gandhi; Margaret Mead's "War Is Just an Invention"; Martin Luther King's "Letter from the Birmingham Jail"; Sebastian Faulks' *Birdsong*; Kenneth Waltz's *Man, The State, and War*; and Raymond Aron's *Peace and War*.

Students should have some background in international relations study; in morality, law, and politics; and/or international law. This course fulfills the requirement for an advanced seminar in Political Science.

Limited enrollment. Not open to first-year students. First semester. Professor Tiersky.

57. Problems of International Politics. The topic varies from year to year. The topic in 2001 is: "Rethinking the Cold War." During the last several years, the collapse of Communism has led to the opening of long-secret archives and the availability of former high-ranking officials in the Soviet Union and Eastern Europe. On the basis of such newly available sources, it is becoming possible to study the cold war from "the other side," as well as on the basis of Western sources. This course will ask how these new sources have changed, or should change, our understanding of the cold war. It will use both new and old sources to examine such issues as: the cold war's origins, the Korean war, the German question, the role of nuclear weapons, the Berlin and Cuban crises, the rise and fall of detente, the role of leaders and institutions, and the impact of misperceptions and miscalculations. This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: One of Political Science 21, 26, 27, 30, 45, 48, 54, 62, History 31, 50, 51 or their equivalents. Limited enrollment. Admission with consent of instructor. First semester. Professor W. Taubman.

58. Seminar: The Classic Period in American Jurisprudence. This seminar is conceived as an advanced course on selected topics in law and political philosophy for students who have already had some preparation in these subjects. The course this year will focus on the classic period in American jurisprudence, beginning with the Founding and with the Court under John Marshall, and extends to the Civil War. We will concentrate on a collection of original, landmark opinions and on the writings of jurists such as Marshall, James Wilson, Joseph Story, Roger Taney and Stephen Field. These jurists wrote with an uncommon clarity, in this formative period of the American law, when they understood they were at the beginning, with few precedents to guide them. They were compelled to trace their judgments back to the first principles of jurisprudence, and so they found the need to explain principles that were not set down in the text of the Constitution. The concern of the course is with the moral reasoning they employed, as they made their way to the principles that were outside the text of the Constitution, and "antecedent to the positive law." The course will also encompass problems of this kind: the return of fugitive slaves, the international trade in slaves, and the political economy of the Constitution (the creation of money, the regulation of trade, the confiscation of property).

Requisite: Courses in constitutional law or political theory. Admission with consent of the instructor. Limited enrollment. Second semester. Omitted 2001-02. Professor Arkes.

60. Punishment, Politics, and Culture. Other than war, punishment is the most dramatic manifestation of state power. Whom a society punishes and how it punishes are key political questions as well as indicators of its character and the character of the people in whose name it acts. This course will explore the connections between punishment and politics with particular reference to the contemporary American situation. We will consider the ways crime and punishment have been politicized in recent national elections as well as the racialization of punishment in the United States. We will ask whether we punish too much and too severely, or too little and too leniently. We will examine particular modalities of punishment, e.g., maximum security prisons, torture, the death penalty, and inquire about the character of those charged with imposing those punishments, e.g., prison guards, executioners, etc. Among the questions we will discuss are: Does punishment express our noblest aspirations for justice or our basest desires for vengeance? Can it ever be an adequate expression of, or response to, the pain of victims of crime? When is it appropriate to forgive rather than punish? We will consider these questions in the context of arguments about the right way to deal with juvenile offenders, drug offenders, sexual predators ("Megan's Law"), rapists, and murderers. We will, in addition, discuss the meaning of punishment by examining its treatment in literature and popular culture. Readings may include selections from The Book of Job, Greek tragedy, Kafka, Nietzsche, Freud, Primo Levi, and contemporary treatments of punishment such as Foucault's *Discipline and Punish*, Butterfield's *All God's Children*, Fletcher's *With Justice for Some*, Garland's *Punishment in Modern Society*, Johnson's *Death Work*, and Mailer's *Executioner's Song*. Films may include *The Shawshank Redemption*, *Dead Man Walking*, *Mrs. Soffel*, *Breaker Morant*, and *One Flew Over the Cuckoo's Nest*.

Limited enrollment. Second semester. Professor Sarat.

61. Taking Marx Seriously. Should Marx be given yet another chance? Is there anything left to gain by returning to texts whose earnest exegesis has occupied countless interpreters, both friendly and hostile, for generations? Has Marx's credibility survived the global debacle of those regimes and movements which drew inspiration from his work, however poorly they understood it? Or, conversely, have we entered a new era in which post-Marxism has joined a host of other "post-" phenomena? This seminar will deal with these and related questions in the context of a close and critical reading of Marx's texts. The main themes we will discuss include Marx's conception of capitalist modernity, material and intellectual production, power, class conflicts and social consciousness, and his critique of alienation, bourgeois freedom and representative democracy. We will also examine Marx's theories of historical progress, capitalist exploitation, globalization and human emancipation. This course fulfills the requirement for an advanced seminar in Political Science.

Limited enrollment. Admission with consent of the instructor. Requisite: One of Political Science 28, 29s, 49, 65, 68 or an equivalent. First semester. Professor Machala.

62. United States Foreign Policy: Democracy and Human Rights. Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world and the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa. Previous course work relating to international relations, American politics or foreign policy, or political theory required. This course fulfills requirement for advanced seminar in Political Science.

Admission with consent of the instructor. Second semester. Five College Professor Western.

63s. American Political Culture. This seminar explores the forces that shape contemporary political culture in the United States. We will study how popular culture reflects and has impact upon political representation, strategies of governance, and processes of policy. We will do so by studying artifacts of culture—films, television programs, music—and various methods of the interpretation of these artifacts from the fields of cultural studies, communication and political theory. This course can be used to fulfill the department seminar requirement.

Requisite: One of Political Science 18, 21, 33, 34, 41, 42, or 59. Admission with consent of the instructor. Second semester. Omitted 2001-02. Professor Dumm.

64. Seminar on International Politics: Global Resource Politics. An assessment of the impact of intensified resource competition on international politics and conflict dynamics in the 21st century. Will examine global supply and demand patterns for those resources considered essential to human life and modern industrial society: oil, water, minerals, timber, food, and land. Will also consider how population growth, economic globalization, and technological change will affect the supply of and demand for these materials. The bulk of the course will be devoted to an analysis of how these various patterns intersect with global political dynamics to produce friction and conflict in the international system. Will conclude with discussion of how the international system can better manage resource shortages and resource disputes so as to reduce the risk of conflict over vital materials. Students will be expected to write a research paper on one aspect of this larger problem and to summarize their findings in class.

Limited enrollment. Second semester. Five College Professor Klare.

65s. States of Poverty. (Also Women's and Gender Studies 65s.) In this course the students will examine the role of the modern welfare state in people's everyday lives. We will study the historical growth and retrenchment of the modern welfare state in the United States and other Western democracies.

The course will critically examine the ideologies of "dependency" and the role of the state as an agent of social control. In particular, we will study the ways in which state action has implications for gender identities. In this course we will analyze the construction of social problems linked to states of poverty, including hunger, homelessness, health care, disability, discrimination, and violence. We will ask how these conditions disproportionately affect the lives of women and children. We will take a broad view of the interventions of the welfare state by considering not only the impact of public assistance and social service programs, but the role of the police, family courts, therapeutic professionals, and schools in creating and responding to the conditions of impoverishment. The work of the seminar will culminate in the production of a research paper and students will be given the option of incorporating field work into the independent project. This course fulfills the requirement for an advanced seminar in Political Science.

Requisite: One of Political Science 3, 4, 5, 7, 18, or 21, Women's and Gender Studies 11, or consent of the instructor. Limited to 20 students. Second semester. Professor Bumiller.

66. Topics in Contemporary Political Philosophy. This seminar will consider works in political philosophy that have been published within the last decade. It will be organized around the following four topics: justice, equality, the normative force of history and ethical/cultural pluralism. The readings will include works by the following thinkers: John Rawls, Amartya Sen, Michael Sandel, Ronald Dworkin, Charles Taylor, Alistair MacIntyre, David Bromwich, Jurgen Habermas, Martha Nussbaum, Jean-Francois Lyotard, and Bikhu Parekh.

Second semester. Omitted 2001-02. Professor Mehta.

67s. The Political Thought and Statecraft of Abraham Lincoln. This seminar will study the statesmanship of Lincoln, and it will weave together two strands, which accord with different parts in the understanding of the statesman. First, there is the understanding of the ends of political life and the grounds of moral judgment. Here, we would consider Lincoln's reflection on the character of the American republic, the principles that mark a lawful regime, and the crisis of principle posed in "the house divided." But second, there is the understanding drawn from the actual experience of politics, the understanding that informs the prudence of the political man as he seeks to gain his ends, or apply his principles, in a party. The main materials will be supplied by the writings of Lincoln: the speeches, the extended debates with Stephen Douglas, the presidential messages and papers of State. The problem of his statesmanship will be carried over then to his exercise of the war powers, his direction of the military, and his conduct of diplomacy. This course fulfills the requirement of an advanced seminar in Political Science.

Requisite: One of Political Science 23, 41, 42, 18 or 49. Limited enrollment. Second semester. Professor Arkes.

68. Globalization, Social Movements and Human Rights. (Also Women's and Gender Studies 68.) This seminar will explore the changing trajectories of social movements amidst economic, political and cultural globalization. Paradoxically, globalization has simultaneously fueled social movements and presented them with new problems which threaten their achievements. Social movements have organized in opposition to the environmental destruction, increased class inequalities and diminished accountability of nation states that have often been associated with the global spread of capitalism. Globalization from above has given rise to globalization from below as activists have organized transnationally, employing new technologies of communication and appealing to universal principles of human rights. However, in organizing transnationally and appealing to universal principles, activists may find their energies displaced from local to transnational arenas, from substantive to procedural inequalities, and from grass roots activism to routinized activity within the judicial process. We will examine these issues in the context of women's movements, environmental movements, and democracy movements in several regions of the world. We will consider the extent to which globalization heightens divisions between universalistic and particularistic movements or contributes to the creation of a global civil society which can protect and extend human rights. This course fulfills the requirement of an advanced seminar in Political Science.

Requisite: One of Political Science 20, 22, 26, 31, 39, 46, 47, 48, or 70. Limited enrollment. Second semester. Professor Basu.

69s. Markets and Democracy in Latin America. In the 1980s, an unprecedented process of change began in Latin America: nations turned toward democracy and the market. This seminar explores the literature on regime and economic change and, at the same time, encourages students to think about ways to study the post-reform period. The seminar begins by looking at the situation prior to the transition: the sources of Latin America's overexpanded state, economic decay, political instability, and democratic deficit. The seminar then focuses directly on the processes of transition, paying particular attention to the challenges encountered. It explores, theoretically and empirically, the extent to which democracy and markets are compatible. The seminar then places Latin America's process of change in a global context: comparisons will be drawn with Asian and post-Socialist European cases. The seminar concludes with an overview of current shortcomings of the transition: Latin America's continued international vulnerability (the Tequila Crisis of 1995 and the Asian Flu of 1997), economic insecurity, the rise of crime, drug trade, neopopulism, the cleavage between nationalists and internationalists, the prospects for further reforms.

Requisite: Some background in the economics and politics of developing countries. Limited enrollment. Admission with consent of the instructor. Second semester. Professor Corrales.

70. The Political Theory of Globalization. "Globalization" can mean many things. To some, it means equal integration of individual societies into worldwide political, economic and cultural processes. To others it means accentuated uneven economic development, accompanied by cultural imperialism, which merely exaggerates the political dependence of "peripheral" on "core" societies. For still others, globalization is shorthand for the social and cultural changes that follow when societies become linked with and, in an escalating way, dependent upon the world capitalist market. The idea that underlies these multiple meanings of globalization is the radical intensification of worldwide social relations and the lifting of social activities out of local and national conditions. The course will examine the major theoretical discourses raised by this idea, such as (1) the effect of globalizing material production on the integrity of liberal democracy and the welfare state, (2) the nexus between globalizing cultural production and the politics of otherness, (3) the impact of globalizing communication technologies and mass consumerism on the formation of transnational "gated class communities," and (4) the relationship between globalizing corporate capitalist governance and the democratization of discrete state formations. We will also explore the connection between the theories of modernity/post-modernity and globalizing civil society as well as the ideological partnership of liberalism, neoliberalism and poststructuralism in legitimizing the current globalizing "human condition." This course fulfills the requirement of an advanced seminar in Political Science.

Requisite: Two courses—one from each cluster or their equivalent: (a) Political Science 20, 25, 26, 35; (b) 28, 44, 56, 61, 63, 65, 68, 69. Limited enrollment. Second semester. Professor Machala.

D77, 78. Senior Departmental Honors. Totaling three full courses, usually a double course in the fall and one regular course in the spring.

Open to Seniors who have satisfied the necessary requirements. First and second semesters. The Department.

97, 98. Special Topics.

First and second semesters.

RELATED COURSES

Personality and Political Leadership. See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Second semester. Professors Demorest and W. Taubman.

Foreign Policy Seminar. See Colloquium 18.

Not open to first-year students. Limited to 20 students. Second semester. Omitted 2001-02. Professors Machala and Levin.

Media and Migration. See Colloquium 22.

Limited enrollment. Second semester. Omitted 2001-02. Professor Dumm, *et al.*

Murder. See Law, Jurisprudence and Social Thought 20.

Second semester. Professor Sarat.

The Rhetoric of Law: Nietzsche and the Art of Legislation. See Law, Jurisprudence and Social Thought 30.

Second semester. Lecturer Berkowitz.

PREMEDICAL STUDIES

Amherst College has no premedical major. Students interested in careers in medicine may major in any subject, while also completing medical school admission requirements. Entrance requirements for most medical schools will be satisfied by taking the following courses: Mathematics 11, or Mathematics 5 and 6; Chemistry 11 or 15, and Chemistry 12, 21, and 22; Physics 16 and 17, or Physics 32 and 33; and Biology 18 and 19. Students interested in medicine or other health professions are supported by Dean Carolyn Bassett, the Health Professions Advisor in the Career Center, and by a faculty Health Professions Committee chaired by Professor Stephen George. All students considering careers in medicine should read the *Amherst College Guide for Premedical Students*, which has extensive information about preparation for health careers and suggestions about scheduling course requirements. Copies are available in the Career Center, or the Guide may be consulted electronically on the College's website under Career Center.

PSYCHOLOGY

Professors Aries*, Demorest, Olver, and Raskin; Associate Professor Hart (Chair); Assistant Professors Sanderson, Schulkind, and Turgeon; Andrew W. Mellon Visiting Assistant Professor Frantz; Visiting Assistant Professor Dickinson.

Major Program. Students majoring in Psychology are required to elect nine full courses in Psychology. In order to ensure a comprehensive view of the discipline the department requires both vertical structure and breadth. Vertical structure will be achieved by the requirement of introductory and intermediate courses as well as an upper-level seminar. Breadth will be achieved by the requirement of a range of intermediate courses and the recommendation of elective specialized courses.

The required introductory courses include Psychology 11, 12 and 22. It is strongly advised that these courses be taken on the Amherst campus. Additionally students must choose one course from at least two of the following groups of intermediate-level courses:

Area 1: Developmental (Psych 27), Adolescence (Psych 32), Aging (Psych 36).
Area 2: Social (Psych 20), Personality (Psych 21), Abnormal (Psych 28).
Area 3: Physiological (Psych 26).
Area 4: Cognitive (Psych 33), Memory (Psych 34).

All students must choose one upper-level seminar that will have as a prerequisite an intermediate-level course. Seminars may be chosen from the following courses: Psychobiology of Stress (Psych 52), Clinical Inquiry (Psych 53), Close Relationships (Psych 54), Hormones and Behavior (Psych 59), Developmental Psychobiology (Psych 60), Psychopharmacology (Psych 61), Psychology of Social Conflict (Psych 62), Psychology and the Law (Psych 63), Music Cognition (Psych 66).

The recommended specialized electives include: Drugs, the Brain, and Behavior (Psych 15), Sex Role Socialization (Psych 40), Social Psychology of Race (Psych 44), Environmental Psychology (Psych 46), Health Psychology (Psych 47), and Personality and Political Leadership (Colloquium 14).

Departmental Honors Research. A limited number of majors will engage in honors research under the direction of a faculty member during their senior year. Honors research involves credit for three courses (usually one course credit during the fall and two credits during the spring semester) and culminates in a thesis. The thesis usually involves both a review of the previous literature pertinent to the selected area of inquiry and a report of the methods and results of a study conducted by the student. Any student interested in pursuing honors research in psychology should discuss possible topics with appropriate faculty before preregistration in the second semester of the junior year.

11. Introduction to Psychology. An introduction to the nature of psychological inquiry regarding the origins, variability, and change of human behavior. As such, the course focuses on the nature-nurture controversy, the processes associated with cognitive and emotional development, the role of personal characteristics and situational conditions in shaping behavior, and various approaches to psychotherapy.

First semester. Professor Hart.

11s. Introduction to Psychology. Same description as Psychology 11.

Second semester. Professor Sanderson.

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*On leave 2001-02.

12f. Psychology as a Natural Science. This course will examine the utility of animal models for developing an understanding of human behavior. Primary emphasis will be placed on the contribution made by the psychobiological perspective to the understanding of human psychiatric disorders.

First semester. Professor Turgeon.

12. Psychology as a Natural Science. Same description as Psychology 12f.

Second semester. Professor Turgeon.

15. Drugs, the Brain, and Behavior. In this course, we will examine the ways in which drugs act on the brain to alter behavior. Students will be introduced to basic principles of brain function and mechanisms of drug action in the brain. We will discuss a variety of legal and illegal drugs, from alcohol and caffeine to marijuana and LSD. We will consider their past and present use, their mechanisms of action, the behavioral manifestations of their use, and the nature of efforts to prevent or treat their abuse.

First semester. Omitted 2001-02. Professor Turgeon.

20f. Social Psychology. The individual's behavior as it is influenced by other people and by the social environment. The major aim of the course is to provide an overview of the wide-ranging concerns characterizing social psychology from both a substantive and a methodological perspective. Topics include person perception, attitude change, interpersonal attraction, conformity, altruism, group dynamics, and prejudice. In addition to substantive issues, the course is designed to introduce students to the appropriate research data analysis procedures.

Requisite: Psychology 11. Limited to 40 students. First semester. Professor Sanderson.

20. Social Psychology. Same description as Psychology 20f.

Requisite: Psychology 11. Limited to 40 students. Second semester. Professor Frantz.

21. Personality. A consideration of theory and methods directed at understanding those characteristics of the person related to individually distinctive ways of experiencing and behaving. Prominent theoretical perspectives will be examined in an effort to integrate this diverse literature and to determine the directions in which this field of inquiry is moving. These theories will also be applied to case histories to examine their value in personality assessment.

Requisite: Psychology 11. Limited to 40 students. First semester. Professor Demorest.

22f. Statistics and Experimental Design. An introduction to and critical consideration of experimental methodology in psychology. Topics will include the formation of testable hypotheses, the selection and implementation of appropriate procedures, the statistical description and analysis of experimental data, and the interpretation of results. Articles from the experimental journals and popular literature will illustrate and interrelate these topics and provide a survey of experimental techniques and content areas.

Requisite: Psychology 11 or consent of the instructor. First semester. Professor Schulkind.

22. Statistics and Experimental Design. Same description as Psychology 22f.

Second semester. Professor Hart.

26. Physiological Psychology. A broad-based introduction to the neural bases of animal and human behavior. Included are topics such as sensory and motor processes, motivation and emotion, and learning and memory. Three class hours and three hours of laboratory work per week.

Admission with consent of the instructor. Limited to 40 students. Second semester. Professor to be named.

27. Developmental Psychology. A study of human development across the life span with emphasis upon the general characteristics of various stages of development from birth to adolescence and upon determinants of the developmental process.

Requisite: Psychology 11 or 12. First semester. Omitted 2001-02. Professor Olver.

27s. Developmental Psychology. Same description as Psychology 27.

Requisite: Psychology 11 or 12. Second semester. Professor Olver.

28f. Abnormal Psychology. This course will examine models for understanding and treating abnormal phenomena. We will begin with a case study of the phenomenon of hysteria which initiated the psychogenic approach to mental disorder 100 years ago and then study the psychodynamic, behavioral, and cognitive approaches to anxiety disorders and depression. Particular attention will be paid to methods of examination, from qualitative clinical case studies to quantitative laboratory experiments.

Requisite: Psychology 11 or 12. First semester. Professor Halgin of the University of Massachusetts.

32. Psychology of Adolescence. This course will focus on the issues of personal and social changes and continuities which accompany and follow physiological puberty. Topics to be covered include physical development, autonomy, identity, intimacy, and relationship to the community. The course will present cross-cultural perspectives on adolescence, as well as its variations in American society. Both theoretical and empirical literature will be examined.

Requisite: Psychology 11. Limited enrollment. Second semester. Omitted 2001-02. Professor Aries.

33. Cognitive Psychology. This course will examine how the mind extracts information from the environment, stores it for later use, and then retrieves it when it becomes useful. Initially, we will discuss how our eyes, ears, and brain turn light and sound into colors, objects, speech, and music. Next, we will look at how memory is organized and how it is used to accomplish a variety of tasks. Several memory models will be proposed and evaluated: Is our brain a large filing cabinet? a sophisticated computer? We will then apply these principles to understand issues like intelligence, thinking, and problem solving. Throughout the course, we will discuss how damage to various parts of the brain affects our ability to learn and remember.

Requisite: Psychology 11 or 12. First semester. Professor Schulkind.

34. Memory. This course will provide a comprehensive overview of the study of memory. We will begin by examining empirical research on memory for different kinds of content: factual information vs. personal events vs. cognitive skills. This research will be used to evaluate several contemporary models of memory. From there, we will examine how memory theories have been applied to understanding "real world" issues such as eyewitness testimony, and the false/recovered memory debate. We will also discuss developmental changes in memory—from infancy to old age. We will supplement our analysis of memory with evidence from the rapidly growing field of cognitive neuroscience.

Requisite: Psychology 11. Limited to 30 students. Second semester. Professor Schulkind.

36. Psychology of Aging. An introduction to the psychology of aging. Course material will focus on the behavioral changes which occur during the normal aging process. Age differences in learning, memory, perceptual and intellectual abilities will be investigated. In addition, emphasis will be placed on the neural correlates and cognitive consequences of disorders of aging such as Alzheimer's disease. Course work will include systematic and structured observation within a local facility for the elderly.

Requisite: Psychology 11 or 12. Limited to 20 students. Second semester. Omitted 2001-02. Professor Raskin.

40f. Sex Role Socialization. An examination of the processes throughout life that produce and maintain sex-typed behaviors. The focus is on the development of the psychological characteristics of males and females and the implications of that development for participation in social roles. Consideration of the biological and cultural determinants of masculine and feminine behaviors will form the basis for an exploration of alternative developmental possibilities. Careful attention will be given to the adequacy of the assumptions underlying psychological constructs and research in the study of sex differences.

Requisite: Psychology 11 or 12 and consent of the instructor. Limited to 20 students. First semester. Professor Olver.

40. Sex Role Socialization. Same description as Psychology 40f.

Requisite: Psychology 11 or 12 and consent of the instructor. Limited to 20 students. Second semester. Omitted 2001-02. Professor Olver.

42. Clinical Psychology. This course provides a survey of the field of clinical psychology. We begin with the phenomenon of hysteria, which initiated the psychological approach to mental disorder over 100 years ago, and then move to study common contemporary disorders such as anxiety, depression, and schizophrenia. In the first half of the semester we will examine the dominant psychological approaches for understanding and treating such disorders, including the psychodynamic, behavioral, and cognitive. In the second half of the semester we will examine research tests of propositions that have resulted from the application of these approaches to these disorders.

Second semester. Omitted 2001-02.

44. The Social Psychology of Race. An interdisciplinary investigation of the social psychology of race in the United States examining the nature and causes of racial stereotypes, prejudice, and discrimination. We will discuss alternatives to more traditional cognitive approaches that regard stereotyping primarily as a bias produced by the limits of individual processing. While grounded in social psychological theory, we will examine the emergence of race as an important social variable resulting from the interplay of various socio-historical forces. Readings will range from scientific journal articles to personal and intellectual accounts by some key figures in race research including G. Allport, W.E.B. Du Bois, N. Lemann, J.H. Stanfield, S. Steele, and C. West.

Requisite: Psychology 11. Limited to 30 students. Second semester. Professor Hart.

46. Environmental Psychology. The field of environmental psychology emerged in response to our society's increasing concern about environmental problems. While it deals with applied problems, the field makes use of theory and research on basic psychological processes to study the relationship between people and their environments. This course introduces students to the methods and findings of the field. In the first half of the course we will examine empirical research on topics such as the effects of environmental qualities (e.g., temperature, light, air pollution) on human functioning; people's perceptions of environmental risks (e.g., global warming, chemical exposure, nuclear power); differences in environmental attitudes and activism as a function of various human factors (e.g., culture, personality, gender); and the influence of interventions (e.g., education, reward, punishment) on promoting conservation behavior. In the second half of the course, students will design and conduct their own research projects which focus on one of the topics previously studied.

Requisite: Psychology 11. Limited to 25 students. Second semester. Professor Demorest.

47. Health Psychology. An introduction to the theories and methods of psychology as applied to health-related issues. We will consider theories of reasoned action/planned behavior, social cognition, and the health belief model. Topics will include personality and illness, addictive behaviors, psychoneuroimmunology, psychosocial factors predicting health service utilization and adherence to medical regimens, and framing of health-behavior messages and interventions.

Requisite: Psychology 11 or 12. Limited to 30 students. First semester. Professor Sanderson.

52. The Psychobiology of Stress. This course will explore the phenomenon of stress, its physiological and psychological correlates, and strategies for reducing its untoward consequences. We will begin by considering alternative views of the nature of stress, focusing on the difficulty of objectively describing the characteristics of environmental "stressors." Then we will review the neuroendocrine concomitants of stress and evaluate the role of stress in the etiology of disorders of health and behavior. Next we will explore the basis of individual differences in stress responding, including the possible origins of "Type A" versus "Type B" personality characteristics. Then we will turn to efforts to prevent or reduce stress and to attenuate anxiety, a psychological correlate of stress. We will evaluate efforts to develop animal models of anxiety, efforts to determine the neural substrates of this emotional state, and efforts to develop pharmacological and behavioral treatments for stress and anxiety. Finally we will consider evidence suggesting that drug addiction involves the self-administration of pharmacological agents to alleviate stress or anxiety.

Requisite: Psychology 12 or 26. Limited to 15 students. Second semester. Omitted 2001-02.

53. Clinical Inquiry. This course will examine methods used by clinical psychologists to understand the psychology of individual personalities. The first half of the course will focus on the analysis of narrative imagery to decipher the dominant patterns of thinking, feeling, and behaving that reflect the way an individual organizes his/her experience of the world. We will study narratives freely generated (i.e., autobiographical reports) as well as those generated to a standard psychological test (i.e., the Thematic Apperception Test). In the second half of the course, students will each pick a psychological test to study in detail and will lead class meetings devoted to those tests.

Requisite: Psychology 21 or 28. Limited to 15 students. Open to Juniors and Seniors. First semester. Professor Demorest.

54. Close Relationships. An introduction to the study of close relationships using social-psychological theory and research. Topics will include interpersonal attraction, love and romance, sexuality, relationship development, communication, jealousy, conflict and dissolution, selfishness and altruism, loneliness, and therapeutic interventions. This is an upper-level seminar for the major requirement which requires intensive participation in class discussion and many written assignments.

Requisite: Psychology 20 or 21. Open to Juniors and Seniors. Admission with consent of the instructor. Limited to 15 students. Second semester. Professor Sanderson.

59s. Hormones and Behavior. This course will analyze how hormones influence the brain and behavior. We will focus on the role gonadal hormones play in animal behaviors such as aggression and sex and consider whether these hormones greatly influence human behaviors. Sexual orientation, maternal behavior, cognitive abilities, the menopause, etc., will be addressed from the point of view of science and from a social, historical and cultural perspective. Students must have a strong science background; knowledge of biology or neuroscience is preferred.

Admission with consent of the instructor. Limited to 15 students. Second semester. Professor Turgeon.

60. Developmental Psychobiology. A study of the development of brain and behavior in mammals. The material will cover areas such as the development of neurochemical systems, how the brain recovers from injury, and how early environmental toxins influence brain development. Emphasis will be placed on how aberrations in the central nervous system influence the development of behavior.

Requisite: Psychology 26. Limited to 20 students. Second semester. Omitted 2001-02. Professor Raskin.

61. Psychopharmacology. An introduction to the pharmacological analysis of behavior. Major emphasis will be placed on the actions of drugs on the central nervous system and consequently on behavior, and on the use of drugs in animal experimentation as a powerful analytical tool.

Requisite: Psychology 26 and consent of the instructor. Limited enrollment. Not open to first-year students. First semester. Omitted 2001-02.

62f. Psychology of Social Conflict. Through an investigation of research and theory from the fields of social, cognitive and political psychology, this course explores the psychological processes that lead to and exacerbate conflict. It also examines processes and techniques that contribute to resolving conflicts constructively. In the context of inter-group and international conflict, we will examine biases in perceiving the "other," the role of pride and face-saving, the influence of social identity, and shortcomings in decision-making. We will also explore methods of de-escalating conflict, negotiation as problem-solving, the process of mediation and the role of gender and culture in negotiation.

Requisite: Psychology 20. Open to Juniors and Seniors. Limited to 15 students. First semester. Professor Frantz.

63. Psychology and the Law. Psychology strives to understand (and predict) human behavior. The law aims to control behavior and punish those who violate laws. At the intersection of these two disciplines are questions such as: Why do people obey the law? What are the most effective means for punishing transgressions so as to encourage compliance with the law? The idea that our legal system is the product of societal values forms the heart of this course. We will repeatedly return to that sentiment as we review social psychological principles, theories, and findings addressing how the principal actors in legal proceedings affect each other. We will survey research on such topics as: criminal versus civil procedure, juror selection criteria, juror decision making, jury size and decision rule, the death penalty, insanity defense, and eyewitness reliability. To a lesser degree the course will also consider (1) issues that arise from the impact of ideas from clinical psychology and other mental-health related fields upon the legal system, and (2) the impact that the legal system has had upon the field of psychology.

Requisite: Psychology 20 and consent of the instructor. Limited to 15 students. First semester. Professor Hart.

66. Music Cognition. Current theories of cognitive psychology will be evaluated in light of what is known about the effects of musical stimuli on learning, memory, and emotion. The course will begin by examining how musical information is stored and, subsequently, retrieved from memory. Particular attention will be paid to comparing learning and memory of musical and non-musical stimuli. The course will also compare the behavior of trained and untrained musicians to determine how expertise influences cognitive performance. Finally, the course will consider the ability of music to elicit emotional responses and the psychological basis for its use in applied settings.

Requisite: Psychology 33. Limited to 15 students. Second semester. Professor Schulkind.

77, 78 or D78. Senior Departmental Honors. Open to Senior majors in Psychology who have received departmental approval. First and second semesters.

97, H97; 98, H98. Special Topics. This course is open to qualified students who desire to engage in independent reading on selected topics or conduct research projects. Preference will be given to those students who have done good work in one or more departmental courses beyond the introductory level. A full course or a half course.

Open to Juniors and Seniors with consent of the instructor. First and second semesters.

RELATED COURSE

Personality and Political Leadership. See Colloquium 14.

Limited enrollment. Admission with consent of the instructors. Second semester. Professors Demorest and W. Taubman.

RELIGION

Professors Doran†, Niditch (Chair), and Wills; Professor Emeritus Pemberton; Associate Professor Elias; Assistant Professor Irwin*; Visiting Associate Professor Glaude.

The study of Religion is a diversified and multi-faceted discipline which involves the study of both specific religious traditions and the general nature of religion as a phenomenon of human life. It includes cultures of both the East and West, ancient as well as modern, in an inquiry that involves a variety of textual, historical, phenomenological, social scientific, theological and philosophical methodologies.

Major Program. Majors in Religion will be expected to achieve a degree of mastery in three areas of the field as a whole. First, they will be expected to gain a close knowledge of a particular religious tradition, including both its ancient and modern forms, in its Scriptural, ritual, reflective and institutional dimensions. Ordinarily this will be achieved through a concentration of courses within the major. A student might also choose to develop a program of language study in relation to this part of the program, though this would not ordinarily be required for or count toward the major. Second, all majors will be expected to gain a more general knowledge of some other religious tradition quite different from that on which they are concentrating. Ordinarily, this requirement will be met by one or two courses. Third, all majors will be expected to gain a general knowledge of the theoretical and methodological resources pertinent to the study of religion in all its forms. It is further expected of Honors majors that their theses will demonstrate an awareness of the theoretical and methodological issues ingredient in the topic being studied.

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*On leave 2001-02.

†On leave first semester 2001-02.

Majors in Religion are required to take Religion 11s, "Introduction to Religion," Religion 64, "Theories of Religion," and six additional courses in Religion or related studies approved by the Department. In meeting this requirement, majors and prospective majors should note that no course in Religion (including Five College courses) or in a related field will be counted toward the major in Religion if it is not approved by the student's departmental advisor as part of a general course of study designed to cover the three areas described above. In other words, a random selection of eight courses in Religion will not necessarily satisfy the course requirement for the major in Religion.

All majors, including "double majors," are required early in the second semester of the senior year to take a comprehensive examination in Religion. This examination will be designed to allow the student to deal with each of the three aspects of his or her program as described above, though not in the form of a summary report of what has been learned in each area. Rather, the emphasis will be on students' abilities to use what they have learned in order to think critically about general issues in the field.

Departmental Honors Program. Honors in Religion shall consist of Religion 11s, Religion 64, and the thesis courses, Religion 77 and D78, plus five additional semester courses in Religion or related studies approved by the Department; satisfactory fulfillment of the general Honors requirements of the College; satisfactory performance in the comprehensive examination; and the satisfactory preparation and oral defense of a scholarly essay on a topic approved by the Department.

11s. Introduction to Religion. This course introduces students to the comparative study of religion by focusing on a major theme within two religious traditions. Traditions and topics to be explored will vary from year to year. In 2001-02, the course will examine nineteenth-and twentieth-century Buddhism and Christianity most especially in Japan and the United States. How did each tradition respond to a world in which the global faces of science and technology were set against intense political nationalism and resurgent traditionalism? How much can a religious tradition change without becoming something fundamentally different from what it had previously been? Particular attention will be given to the ways each tradition was influenced by its interaction with the other. What was the significance for Buddhism of a growing Christian—and American—presence in Japan? What was the significance for Christianity of a growing Buddhist—and Asian—presence in the United States? What does the role of Zen Buddhism in America tell us about both Japanese Buddhism and American Christianity? How does the significant presence of Christianity among Asian Americans complicate the ways we think about tradition, ethnicity, and religious changes?

Second semester. Professor Wills.

13s. Popular Religion. Religions, ancient or modern, are sometimes described as having two modalities or manifestations: the one institutional, of the establishment, the other, popular. The latter is sometimes branded as superstitious, idolatrous, syncretistic, heretical, or cultish. Yet we have come to realize that "popular" religion is frequently the religion of the majority, and that popular and classical threads tend to intertwine in religions as lived by actual adherents. People often express and experience their religiosity in ways related to but not strictly determined by their traditions' sacred officials, texts, and scholars. In the modern era, mass media have provided additional means of religious expression, communication, and community, raising new questions about popular religion. In this course we will explore examples from ancient and modern times, seeking to redefine our understanding of popular religion by looking at some of the most interesting ways human beings pursue and share religious experience within popular cultural contexts.

Topics for study include: ancient Israelite traditions concerning the dead; early Jewish omen texts; televangelist movements; modern apocalyptic groups such as Heaven's Gate; and recent films, television programs, and role-playing games rich in the occult or the overtly religious.

Second semester. Omitted 2001-02. Professors Irwin and Niditch.

20. Close Reading: The Classics of Judaism and Christianity. This seminar offers an opportunity for students to engage in the close reading of one or two classic works in the history of Judaism or Christianity. The texts chosen will vary from year to year. In 2001 we will explore the biblical book of Judges, a critical text of ancient Judaism in which Israelites preserve tales of origins and in the process tell us much about tensions and ambivalances in their views of group identity and history. Each week we will read one of the tales of the judges, the swashbuckling bandit heroes of Judaism, and grapple not only with the ancient texts in their complexity, but also with modern scholarship. Methodology will be multi-disciplinary, drawing upon biblical and ancient Near Eastern studies, Judaica, folklore, women's studies, and comparative literature.

Second semester. Professor Niditch.

21. Ancient Israel. This course explores the culture and history of the ancient Israelites through a close examination of the Hebrew Bible in its wider ancient Near Eastern context. A master-work of great complexity revealing many voices and many periods, the Hebrew Bible or Old Testament is a collection of traditional literature of various genres including prose and poetry, law, narrative, ritual texts, sayings, and other forms. We seek to understand the varying ways Israelites understood and defined themselves in relation to their ancestors, their ancient Near Eastern neighbors, and their God.

First semester. Omitted 2001-02. Professor Niditch.

22. Christian Scriptures. An analysis of New Testament literature as shaped by the currents and parties of first-century Judaism. Emphasis will be placed on the major letters of Paul and the four Gospels.

Second semester. Omitted 2001-02. Professor Doran.

23s. Buddhism in Theory and Practice. (Also Asian 15s.) This course explores the central ideas and practices of Buddhism through a literary, philosophical, and historical study of its principal texts. We focus first on Indian Buddhist notions on the self (or "no-self"), human emotion, karma, meditative practices, the nature of suffering and bondage, and the possibility of liberation. This is followed by a study of Buddhist ethics and lifestyles, from early Buddhist monasticism, to the Mahayana emphasis on lay life and compassion, to the radical Tantric recognition of liberation even within human sexuality and attachment. In the latter part of the course, we will explore several special movements in Buddhism, including the paradoxical discourse and practice of the East Asian Zen tradition, and recent social activism among South Asian and Tibetan nuns and monks in political upheavals and ecological movements.

Second semester. Omitted 2001-02.

24. Muhammad and the Qur'an. (Also Asian 55s.) The course explores the Islamic religious tradition through its scripture, the Qur'an, and the life of its prophet, Muhammad. We will study Muhammad's biography to understand the degree to which it has influenced the development of Islamic belief and ritual. Through an examination of religious texts, art and music, we will explore the role his memory has played in popular religious culture. We shall study the Qur'an through its content, its origins, and the impact it has had on the development of Islam. In the process, we will emphasize the Qur'an as an aesthetically charged scripture as well as a written text.

Limited to 22 students. Second semester. Professor Elias.

25. Tibetan Religion. (Also Asian 58f.) The aim of this course is twofold: to explore the full range of religion that has been preserved in the Central Asian state of Tibet; and to consider the ways that preliterate religious practices and ideas can influence the massive literary and institutional apparatus of a world religion such as Buddhism, which was brought to Tibet from India and other parts of Asia in the seventh century C.E. The result was the distinctive blend still evident in Tibetan Buddhism in the twentieth century, in which are fostered—often side by side—such seeming oppositions as the generous ethics of Mahayana compassion and a slew of black magic rituals of suppression and control; strict monastic institutions and the excesses of tantric sexual rites; metaphysical monism and a bewildering horde of buddhas, spirits, and demons; encyclopedic learning and antinomian abandon; austere hermits and lavishly enthroned hierarchs; the self-reliant doctrine of karma and a pervasive reliance on the psychopomp's after-death rituals. While the pre-Buddhist influence on current Tibetan religion has systematically been denied by traditional authorities and often ignored by modern scholars, it will be the thesis of this class that one can only understand the distinctive forms of Buddhism produced in Tibet—including its reincarnational system, the unprecedented importance of tantra at every level of society, its highly individualistic culture of self-assertion, and the theocracy of the Dalai Lamas—as hybrid products, as much indebted to their non-Buddhist Central Asian roots as they are to Tibet's Indic and Chinese Buddhist imports. The course will introduce the student to basic Buddhist traditions and to Tibetan culture; no prior training is necessary.

First semester. Omitted 2001-02.

30f. Buddhist Women and Representations of the Female. (Also Women's and Gender Studies 19.) This course explores three interrelated subjects: (1) Buddhist conceptions concerning the female gender. The primary sources for this question are the Buddhist tantras, where for the first time there appear the dakini "sky-walker"/trickster/buddhas, and there is developed an elaborate soteriology and practice involving sexuality. Also relevant are a series of sutra passages in which the nature of female enlightenment is debated, as is the nature of gender as such. (2) The lifestyles and self-conceptions of historical Buddhist women, focusing upon autobiographical writings by Buddhist women, and accounts of modern nuns involved in reform movements and political struggles in Asia. We will also look at the subversive teaching strategies of women teachers, hags, and other characters (putatively historical) in the biographies of Buddhist men. (3) Buddhist philosophy of language and its relation to Buddhist representations of the female, both of which issues will be studied in conjunction with the writings of Western feminist thinkers on language and semiotics, such as Butler, Kristeva and Cixous. In this context, we will explore the significance and practice of the "twilight language of the dakinis," cited widely in the tantras, "revelatory" writings, and biographical literature.

Limited enrollment. First semester. Omitted 2001-02.

32f. Religion in the Atlantic World, 1441-1600. (Also Black Studies 28f.) American history is rooted in the early history of the Atlantic world, when African, European, and Native American peoples were brought together in a new way by the emerging Atlantic empires of Portugal and Spain. This course is an examination of the complex interaction among religious traditions that was a central feature of this "new world." Special attention will be given to: (1) the earlier Mediterranean-world rivalry of Christianity and Islam and its influence in shaping Portuguese and Spanish attitudes and behavior toward the Africans and Indians they encountered in the Atlantic world; (2) the religious history of the kingdom of Kongo during the reign of Nzinga Mbemba/Afonso I (1506-1543), when there developed among the elite a Catholicism that has been variously interpreted as the wholesale adoption of Portuguese religion, a politically motivated veneer over unchanging traditional beliefs and practices, or a blending of an imported Christianity and prior Kongolese religion; and (3) the religious history of sixteenth-century Mexico, where similar interpretive issues have arisen concerning the fate of Mesoamerican religious traditions in the aftermath of the Spanish conquest; and (4) the "syncretistic" religious patterns evident among "maroon"communities (quasi-independent groupings of escaped and resistant African slaves and sometimes Indians) in several locations, including Mexico, Panama, and Brazil. Emphasis will be placed throughout on a close reading of contemporary sources (in translation) in their historical context, but links will also be drawn between the specific historical cases studied and more general issues in the interpretation of religious conflict and religious change.

First semester. Omitted 2001-02. Professor Wills.

37. The Body in Ancient Judaism. The body is a template; the body encodes; the body is a statement of rebellion or convention, of individual attitude or of identity shared by a group. Dressed in one way or another or undressed, pierced or tattooed, shaggy or smooth, fed one way or another, sexually active or celibate, the body, viewed in parts or as a whole, may serve human beings as consummate and convenient expression of world-view. In this course we will explore ancient Israelite and early Jewish representations of the body juxtaposing ancient materials and modern theoretical and descriptive works. Specific topics include treatment of and attitudes towards the dead, hair customs, views of bodily purity, biblical euphemisms for sex, food prohibitions, circumcision, and God's body.

First semester. Omitted 2001-02. Professor Niditch.

38. Folklore and the Bible. This course is an introduction to the cross-discipline of folklore and an application of that field to the study of Israelite literature. We will explore the ways in which professional students of traditional literatures describe and classify folk material, approach questions of composition and transmission, and deal with complex issues of context, meaning, and message. We will then apply the cross-disciplinary and cross-cultural methodologies of folklore to readings in the Hebrew Scriptures. Selections will include narratives, proverbs, riddles, and ritual and legal texts. Topics of special interest include the relationships between oral and written literatures, the defining of "myth," feminism and folklore, and the ways in which the biblical writers, nineteenth-century collectors such as the Brothers Grimm, and modern popularizers such as Walt Disney recast pieces of lore, in the process helping to shape or misshape us and our culture.

Second semester. Omitted 2001-02. Professor Niditch.

39s. Women in Judaism. (Also Women's and Gender Studies 39s.) A study of the portrayal of women in Jewish tradition. Readings will include biblical and apocryphal texts; Rabbinic legal (*halakic*) and non-legal (*aggadic*) material; selections from medieval commentaries; letters, diaries, and autobiographies written by Jewish women of various periods and settings; and works of fiction and non-fiction concerning the woman in modern Judaism. Employing an inter-disciplinary and cross-cultural approach, we will examine not only the actual roles played by women in particular historical periods and cultural contexts, but also the roles they assume in traditional literary patterns and religious symbol systems.

Second semester. Professor Niditch.

40f. Prophecy, Wisdom, and Apocalyptic. We will read from the work of the great exilic prophets, Jeremiah, Ezekiel, and Isaiah, examine the so-called "wisdom" traditions in the Old Testament and the Apocrypha exemplified by Ruth, Esther, Job, Ecclesiastes, Proverbs, Susanna, Tobit, and Judith, and, finally, explore the phenomenon of Jewish apocalyptic in works such as Daniel, the Dead Sea Scrolls, 4 Ezra, and 2 Baruch. Through these writings we will trace the development of Judaism from the sixth century B.C. to the first century of the Common Era.

First semester. Professor Niditch.

41. Reading the Rabbis. We will explore Rabbinic world-views through the close reading of *halakic* (i.e., legal) and *aggadic* (i.e., non-legal) texts from the Midrashim (the Rabbis' explanations, reformulations, and elaborations of Scripture) the Mishnah, and the Talmud. Employing an interdisciplinary methodology which draws upon the tools of folklorists, anthropologists, students of comparative literature, and students of religion, we will examine diverse subjects of concern to the Rabbis ranging from human sexuality to the nature of creation, from ritual purity to the problem of unjust suffering. Topics covered will vary from year to year depending upon the texts chosen for reading.

First semester. Professor Niditch.

45. History of Christianity—The Early Years. This course deals with issues which arose in the first five centuries of the Christian Church. We will examine first how Christians defined themselves vis-à-vis the Greek intellectual environment, and also Christian separation from and growing intolerance towards Judaism. Secondly, we will investigate Christians' relationship to the Roman state both before and after their privileged position under Constantine and his successors. Thirdly, the factors at play in the debates over the divinity and humanity of Jesus will be examined. Finally, we will look at the rise and function of the holy man in late antique society as well as the relationship of this charismatic figure to the institutional leaders of the Christian Church. Note will be taken that if it is primarily an issue of the holy *man*, what happened to the realization of the claim that "in Christ there is neither male nor female"? What too of the claim that "in Christ there is neither free nor slave"?

First semester. Omitted 2001-02. Professor Doran.

46. Infinite Passions: Love in Christianity and Western Philosophy. We all want love. But what *is* love? We speak of loving a TV show, a romantic partner, God. We talk about "true love"—and by implication false loves. Where does love come from, what are its limits, and why does the fulfillment we seek in love so often elude us? How is love related to sexual desire and bodily pleasure? To knowledge and moral judgment? Are there many loves, or is all love one in essence?

For both Christians and non-Christians in the modern West, ways of responding to these questions (and language for framing the questions in the first place) have been decisively shaped by theological discourse. The Christian tradition affirms love as the supreme value. Yet this seemingly clear commitment has sparked ongoing uncertainties, as the tradition has sought to define the particularities of Christian love, and to regulate the relationship between this love and more mundane forms of affection, devotion, and desire. Recent philosophers of love attempting to operate outside the Christian framework have struggled to adapt or subvert a theologically charged vocabulary.

This course will explore important theological and philosophical treatments of love, examining and comparing influential interpretations of the nature of love and its place in human life. Sources will include classic theological voices such as Augustine and Luther; the texts and practices of medieval and Counter-Reformation mystics; and modern theologians and philosophers of love, including Freud, C.S. Lewis, Gilles Deleuze, and contemporary feminist authors.

Second semester. Omitted 2001-02. Professor Irwin.

47. Medicine, Poverty, and Responsibility: Health and Human Suffering in an Unequal World. Over the past half-century, rapid advances in medical knowledge, technology, and treatment procedures have dramatically improved health, longevity, and overall quality of life for many citizens of the world's wealthier countries. Such health gains are clearly related to the economic prosperity enjoyed in "developed" countries since the end of World War II. But what of those citizens of poor countries (and poorer inhabitants of affluent regions) largely excluded from the benefits of recent prosperity and economic growth? As the gap in wealth between rich and poor widens nationally and internationally, alarming data show that the gap in health also grows more severe. Put simply, the rich live, and the poor die. Is such a situation economically inevitable? Is it ethically acceptable? What forms of action might be required to address the crisis? Can the analyses offered by religious groups urging a "preferential option for the poor" contribute to our understanding of these issues and our efforts to bring change? As debates on global health inequalities intensify, new models of cooperation between health care professionals, non-governmental organizations, community-based groups, and public policy makers have begun to emerge. Drawing on the literature of medical anthropology, economics, Latin American liberation theology, and political theory, as well as medical ethics, this course will examine links between poverty and health in the emerging global economic order, and ask how issues of economic and social justice should influence practice in the health professions and related areas of policy and social activism. The course emphasizes in-depth student research and seminar discussion in which all participants will be expected to take an active part. Working individually and in small teams, students will develop expertise in specific problems related to poverty and international health and in particular geographical regions. Students will present the results of their research in the seminar forum (and using Courseinfo tools), pooling information and enabling comparison of public health challenges, ethical issues, and policy models across regions.

Limited to 25 students. First semester. Omitted 2001-02. Professor Irwin.

50. Images of Jesus. One of the most dominant symbols in Western culture, the figure of Jesus, has been variously represented and interpreted—even the canonical Christian Scriptures contains four different biographies. This course will explore shifts in the contours of that symbol and the socio-cultural forces at play in such changes, as well as debates about the understanding of the figure of Jesus. Beginning with recent films about Jesus, the course will turn to examine the biographies in the Christian Scriptures and the heated debate in the fourth century over the identity of Jesus as Son of God. We will then trace trajectories through the medieval period in the visual and audial image of Jesus. To conclude, we will focus on the "social" Jesus, that is, Jesus the capitalist and the Jesus of liberation theology, as well as on the feminine Jesus, for example, portrayals of Jesus as mother and bride.

Second semester. Omitted 2001-02. Professor Doran.

51. The Holy Wo/Man in Late Antiquity. The holy wo/man was accorded a special place in late antique society as a link between the human and divine. Yet what was it about particular humans that drew groups to accord them this special status? Why does standing on a pillar or naked in the open air mark one as holy? In this course we will read lives of pagan, Jewish, and Christian men and women to explore why groups in late antiquity saw in these strange and wonderful rights traces of the divine, and in what way they reflected the values of their groups.

First semester. Omitted 2001-02. Professor Doran.

52. The Search for the Historical Jesus. "Who do people say I am?" Jesus is said to have asked his disciple (Mark 8:27). From his lifetime until now, there have been multiple responses to this question. Both the ancient gospels and modern historians of Christianity continue to grapple with the question, Who is Jesus? This course will first explore what sources, both literary and archeological, are available in the search for Jesus, and problems raised in deciphering them. Then, it will examine the variety of portrayals of Jesus found in modern scholarship. Is Jesus a revolutionary? a prophet? reformer of Judaism? a charismatic miracle-worker? a wise teacher? a messiah?

Second semester. Professor Doran

53. Sufism. (Also Asian 56f.) This seminar explores mystical experience and philosophy through an inquiry into the Islamic movement called Sufism. The course examines Sufism from several directions: it surveys individual mystics and Sufi martyrs; studies the social organization of Sufi communal life and religious practice; explores the symbolism of mystical poetry; analyzes the ideas of prominent Sufi philosophers; and traces the development of Sufism in Africa and India. The narrow goal of the course is to understand the spiritual dimensions of Islamic religious leadership and the variety of its manifestations in the intellectual life, social organizations, and regional diversification of the Islamic world. The wider goal is to gain an understanding of the nature of religious experience and the role of communal and individual dimensions of mysticism within this religious experience.

First semester. Omitted 2001-02. Professor Elias.

55. Islam in the Modern World. (Also Asian 57.) The purpose of the course is to achieve an understanding of events occurring in the Islamic world by studying how Muslims view themselves and the world in which they live. Beginning with a discussion of the impact of colonialism, we will examine Islamic ideas and trends in the late colonial and post-colonial periods. Readings will include religious, political and literary writings by important Muslim figures. Movements, events and central issues (e.g., the changing status of women and the aftermath of the breakdown of the Soviet Union) will be examined in the context of modern nation states. Special attention will be paid to contesting forms of Islam in the late twentieth century and to developments in Islam in the United States, both among converts and immigrants. One of the main objectives is to show that what appear to be similar movements in the Islamic world are, in fact, widely disparate in their origins and goals.

First semester. Professor Elias.

56. Women and Islamic Constructions of Gender. (Also Women's and Gender Studies 56.) The focus of this course is on the lives of contemporary Muslim women, the factors informing constructions of gender in the Islamic world, and the role played by questions of women's status in modern Islamic religion and society. We will begin by briefly examining the status and images of women in classical Islamic thought, including themes relating to scripture, tradition, law, theology, philosophy and literature. The second section of the course will focus on contemporary Muslim women in a number of different cultural contexts in order to highlight a variety of issues significant for contemporary Muslim women: veiling and seclusion, kinship structures, violence, health, feminist activism, literary expression, etc. The final section of the course will deal with an exploration of Muslim feminist thought, which we will attempt to place in dialogue with western feminism with the hope of arriving at a better understanding of issues related to gender, ethics and cultural relativism. Weekly readings will include original religious texts in translation, secondary interpretations, ethnographic descriptions and literary works by Muslim women authors.

Second semester. Professor Elias.

61. Religion in Black America: The Twentieth Century. (Also Black Studies 51.) This course will examine continuity and change in the role of religion in African-American life in the twentieth century. Does religion generally hold the same place now in black America that it did a hundred years ago? Or has its role changed in some fundamental way? What explains this continuity or change? Special attention will be given to historical and social scientific interpretations claiming that the period between the two world wars saw "urbanization" and "modernization" begin a deep transformation of religion's place in African-American life.

First semester. Professors Glaude and Wills.

62. Prophecy and Social Criticism in the United States. (Also Black Studies 52.) The course will examine the religious and philosophical roots of prophecy as a form of social criticism in American intellectual and religious history. Michael Walzer, Sacvan Bercovitch, and Edward Said serve as key points of departure in assessing prophetic criticism's insights and limitations. A focus on the role of black prophetic critics such as James Baldwin and Cornel West in confronting issues of race, economic disparity, and mass culture also serves as a point of entry to a broader set of considerations about the nature of moral discourse and its relation to the operations of power.

Second semester. Professor Glaude.

64f. The Mirror of Religion: Theories and Methods in Religious Studies. What does religious studies study? How do its investigations proceed? Is religion something we can only study when we no longer "have" it? Or, on the contrary, can a religious worldview only truly be understood from within, by those who share its beliefs and values? Is there a generic "something" that we can properly call "religion" at all? Or are some recent scholars right in charging that the concept of religion shaped by the European Enlightenment is inapplicable to other cultural context? This course will explore several of the most influential efforts to develop theories of religion and methods for its study. We will consider psychological, sociological, anthropological, and phenomenological theories of religion, along with recent challenges from thinkers associated with feminist and postcolonial perspectives.

First semester. Professor Glaude.

68. Apocalyptic Renewal in the Western Tradition. Apocalyptic leaders have called for the end of the present world order and the inauguration of a new one, sometimes to be brought about by peaceful means, sometimes by violence. This course will explore apocalyptic thought in writings of Second Temple Judaism and in formative writings of early Christianity, its reappearance in Late Antiquity and its flourishing in the medieval period before turning to its influence on such movements as the Millerite movement and Waco.

Second semester. Professor Doran.

69. The Power of Icons. Images and icons occupy a central place in human life. They are worshiped, venerated, denounced and destroyed, but seldom are they ignored. This course will explore the role played by icons and religious images in a variety of religious contexts. It will cover the nature of icons and the controversy surrounding them in Greek Orthodox and Roman Catholic Christianity. Aniconism and iconophobia will be analyzed in the Islamic context. The Christian and Muslim ambivalence toward icons and images will be contrasted with their centrality in Hinduism. The course will also explore the limits of what constitute religious icons by examining truck decoration in Pakistan and the cult of Elvis in the United States.

First semester. Professor Elias.

72f. Issues in Buddhist Philosophy. (Also Asian 59.) A seminar designed for a critical examination of major questions raised in Buddhist philosophy. The seminar will center on a close reading of key passages from the Madhyamaka radical dialectic of Nagarjuna and Candrakirti; Dignaga's writings on language as absence (*apoha* theory); and Yogacara idealism and its critique of representation. Not only will we assess the success of these thinkers and schools within the overall Buddhist project to do philosophy without a metaphysical underpinning, we will also make our own assessment of these passages and their implications for contemporary discussions in philosophy. To stimulate our thinking for this latter question, we will read selected passages that bear upon Buddhist issues from contemporary Western philosophers, including Husserl, Heidegger, Sartre, and Derrida. In the final portion of the seminar we will consider recent Japanese attempts to write a philosophy of the body, based on Buddhist meditation theory and a variety of artistic practices.

Limited enrollment. First semester. Professor to be named.

77. Senior Departmental Honors. Required of candidates for Honors in Religion. Preparation and oral defense of a scholarly essay on a topic approved by the Department. Detailed outline of thesis and adequate bibliography for project required before Thanksgiving; preliminary version of substantial portion of thesis by end of semester.

Open to Seniors with consent of the instructors. First semester. The Department.

D78. Senior Departmental Honors. Required of candidates for Honors in Religion. A continuation of Religion 77. A double course.

Open to Seniors with consent of the instructors. Second semester. The Department.

97, 98. Special Topics. Independent Reading Course. Reading in an area selected by the student and approved in advance by a member of the Department.

First and second semesters. The Department.

RELATED COURSES

Indian Civilization: Traditional India. See Anthropology 21s.
Second semester. Omitted 2001-02. Professor Babb.

Myth, Ritual and Iconography in West Africa. See Black Studies 42.
Second semester. Professor Abiodun.

The Reformation Era, 1500-1660. See History 29.
First semester. Professor Hunt.

Church, Family and Culture in Nineteenth-Century America. See History 48.
Second semester. Professor Saxton.

RUSSIAN

Professors Peterson, Rabinowitz, and J. Taubman†; Associate Professor Ciepiela (Chair); Senior Lecturer Emeritus V. Schweitzer; Lecturer Babyonyshev.

Major Program. The major program in Russian is an individualized interdisciplinary course of study. It includes general requirements for all majors and a concentration of courses in one discipline: literature, film, cultural studies, history, or politics. Eight courses are required for the major, including Russian 11 and one course beyond Russian 11 taught in Russian. Courses numbered 4 and above will count for the major. Normally, two courses taken during a semester abroad in Russia may be counted; H-14 and H-15 together will count as one course. Additionally, all majors must elect either Russian 21 or History 5 or an approved equivalent. Other courses will be chosen in consultation with the advisor from courses in Russian literature, culture, history and politics. Students are strongly encouraged to enroll in non-departmental courses in their chosen discipline.

Comprehensives. Students majoring in Russian must, by the end of the add/drop period in the spring of their junior year, formally define a concentration within the major. During preregistration in the spring of the junior year, they will provide a 4- or 5-page draft essay which defines the primary focus of their studies as a Russian major. (Students who will be studying abroad in the spring of their junior year must complete this requirement by the end of the fall semester.) Throughout this process of defining a topic of concentration, majors will have the help of their advisors. A final draft of the essay, due at the end of the add/drop period of second semester of the senior year, will be evaluated by a committee of departmental readers in a conference with the student. This, in addition to a one-hour translation exam taken in the fall of the senior year, will satisfy the comprehensive examination in Russian.

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†On leave first semester 2001-02.

Departmental Honors Program. In addition to the above requirements for the major program, the Honors candidate will take Russian 77-78 during the senior year and prepare a thesis on a topic approved by the Department. Students who anticipate writing an Honors essay in Russian history or politics should request permission to work under the direction of Professor Peter Czap (History) or Professor William Taubman (Political Science). All Honors candidates should insure that their College program provides a sufficiently strong background in their chosen discipline.

Study Abroad. Majors are encouraged to spend a semester or a summer studying in Russia. Information about approved programs is available from Department faculty.

1. First-Year Russian I. Introduction to the contemporary Russian language. By presenting the fundamentals of Russian grammar and syntax, the course helps the student make balanced progress towards competence in oral comprehension, speaking, reading, and writing. Four meetings per week, with an additional conversation hour conducted by a native speaker.

First semester. Professor Ciepiela and Lecturer Babyonyshev.

2. First-Year Russian II. Continuation of Russian 1.

Requisite: Russian 1 or equivalent. Second semester. Professor Peterson and Lecturer Babyonyshev.

3. Second-Year Russian I. This course stresses vocabulary building and continued development of speaking and listening skills. Active command of Russian grammar is steadily increased. Readings from authentic materials in fiction, non-fiction and poetry. Brief composition assignments. Four meetings per week, including a conversation hour.

Requisite: Russian 2 or the equivalent. This will ordinarily be the appropriate course placement for students with 2-3 years of high school Russian. First semester. Lecturer Babyonyshev.

4. Second-Year Russian II. Continuation of Russian 3.

Requisite: Russian 3 or equivalent. Second semester. Professor Rabinowitz and Lecturer Babyonyshev.

11. Third-Year Russian: Studies in Russian Language and Culture I. This course advances skills in reading, speaking, understanding, and writing Russian, with materials from twentieth-century culture. Readings include fiction by Chekhov, Bulgakov, and Kharms, and poetry by Akhmatova, Blok, Tsvetaeva, and Pasternak. Conducted in Russian, with frequent writing assignments and occasional grammar and translation exercises.

Requisite: Russian 4 or equivalent. First-year students with strong high school preparation (usually 4 or more years) may be ready for this course. First semester. Professor Rabinowitz and Senior Lecturer Schweitzer.

12. Third Year Russian: Studies in Language and Culture II. We will be reading, in the original Russian, works of fiction, poetry and criticism by nineteenth-century authors such as Karamzin, Pushkin, Tolstoy, Gogol, Dostoevsky, Turgenev and Chekhov. Some topics to be considered are the shaping and reshaping of fictional types and debates around the social function of literature. Conducted in Russian, with frequent writing assignments.

Requisite: Russian 11 or equivalent. Second semester. Professor Ciepiela and Senior Lecturer Schweitzer.

H14. Advanced Intermediate Conversation and Composition. A course designed for intermediate level students who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. We will study and discuss Russian films of various genres. Two hours per week.

Requisite: Russian 11 or consent of the instructor. Second semester. Lecturer Babyonyshev.

H15. Advanced Conversation and Composition. A course designed for advanced students of Russian who wish to develop their fluency, pronunciation, oral comprehension, and writing skills. Readings will include short stories of contemporary Russian writers such as Pelevin, Tolstaya, Petrushevskaya, Ulitskaya, Sokolov. Two hours per week.

Requisite: Russian 12 or consent of the instructor. First semester. Lecturer Babyonyshev.

COURSES OFFERED IN ENGLISH

16. Twentieth-Century Russian Poetry in Translation. An introduction to the world of Russia's poets, who have imagined themselves as prophet and mad pariah, lips moving in the grave, and gatherer of trash. Modern Russia's poets speak as conscience and memory, but they are threatened by silence, exile, and mockery. Some respond with a voice so shrill that no one can bear to listen, others with elegies that "kill memory, kill pain," and still others with laughter that never fully hides the pain. We will read poems by Blok, Gippius, Kuzmin, Akhmatova, Mandelstam, Pasternak, and Tsvetaeva, followed by three contemporary poets: Brodsky, Sedakova, and Shvarts. Our readings will be aided by study of the image of Russian poets in Western poetry and occasional memoir and critical writings, some by the poets themselves. All readings in English translation, with special assignments for those able to read Russian.

Second semester. Omitted 2001-02.

17. Strange Russian Writers: Gogol, Dostoevsky, Bulgakov, Nabokov, *et al*. A course which examines the stories and novels of rebels, deviants, dissidents, loners, and losers in some of the weirdest fictions in Russian literature. The writers, most of whom imagine themselves to be every bit as bizarre as their heroes, include from the nineteenth century: Gogol ("Viy," "Diary of a Madman," "The Nose," "The Overcoat"); Dostoevsky ("White Nights," "Notes From Underground," "A Gentle Creature," "Bobok," "The Dream of a Ridiculous Man"); Tolstoy ("The Kreutzer Sonata"), and from the twentieth century: Babel (*The Red Cavalry*); Olesha (*Envy*); Platonov (*The Foundation Pit*), Bulgakov (*The Master and Margarita*); Nabokov (*The Eye, Despair*); Erofeev (*Moscow Circles*). Our goal will be less to construct a canon of strangeness than to consider closely how estranged women, men, animals, and objects become the center of narrative attention, and, in doing so, reflect the writer Tatyana Tolstaya's claim that "Russia is broader and more diverse, stranger and more contradictory than any idea of it. It resists all theories about what makes it tick, confounds all the paths to its possible transformation." All readings in English translation.

First semester. Professor Rabinowitz.

18. Russian Lives. What does it mean to tell the story of a life? What models or agendas shape the way it is told? Such questions will guide our study of Russian "life-writing," as we read autobiographies, memoirs, and fictional narratives. These will include works by such writers as Tolstoy, Nabokov, and Pushkin, as well as by nineteenth-century revolutionaries, a sectarian priest, a Soviet laborer, and a cross-dressing woman who fought in the Napoleonic wars. No familiarity with Russian language or culture is assumed; all readings are in translation.
Second semester. Professor Ciepiela.

21. The Rise of the Russian Novel. How and why did Russian culture produce world-famous fiction in the first half of the nineteenth century? This course traces the evolution of innovative narrative forms in Russian story-telling from Pushkin's novel-in-verse, *Eugene Onegin*, to the early works of Dostoevsky and Tolstoy. We shall pay particular attention to the characteristic Russian mimicry and mockery of European literary conventions in the short stories of Pushkin and Gogol before examining the emergence of experimental novel-length fiction by Lermontov (*A Hero of Our Time*) and Turgenev (*Fathers and Sons*). The course also gives considerable attention to lesser-known writers like Pavlova, Goncharov, and Leskov who contributed greatly to the rise of a distinctively Russian prose tradition. The literary texts studied will be placed in their wider social and cultural contexts, European as well as Russian. Readings in translation, with special assignments for those able to read in Russian.
First semester. Professor Peterson.

22. Survey of Russian Literature II. An examination of major Russian writers and literary trends from about 1860 to the Bolshevik Revolution as well as a sampling of Russian emigre literature through a reading of representative novels, stories, and plays in translation. Readings include important works by Dostoevsky, Tolstoy, Chekhov, Gorky, Sologub, Bely, Bunin and Nabokov. The evolution of recurring themes such as the breakdown of the family, the "woman question," madness, attitudes toward the city, childhood and perception of youth.
Second semester. Professor Rabinowitz.

23. Russian Literature in the Twentieth Century. This course will explore the different paths Russian literature has taken during this century, including modernist experimentation, socialist realism, émigré nostalgia, dissident protest, and post-Soviet searchings. A range of genres—memoirs, poetry, novels, short stories, critical essays—will be represented. Among the authors we will read are Isaac Babel, Mikhail Bulgakov, Boris Pasternak, Vladimir Mayakovsky, Marina Tsvetaeva, Osip Mandelstam, Anna Akhmatova, Evgeniia Ginzburg, Nina Berberova, Vladimir Nabokov, Andrei Bitov, and Tatyana Tolstaya. All readings will be in English translation. Two class meetings per week.
First semester. Omitted 2001-02. Professor Ciepiela.

27. Fyodor Dostoevsky. Among the many paradoxes Dostoevsky presents is the paradox of his own achievement. Perceived as the most "Russian" of Russian writers, he finds many enthusiastic readers in the West. A nineteenth-century author, urgently engaged in the debates of his time, his work remains relevant today. The most influential theorists of the novel feel called upon to account for the Dostoevsky phenomenon. How can we understand Dostoevsky's appeal to so many audiences? This broad question will inform our reading of Dostoevsky's fiction, as we consider its social-critical, metaphysical, psychological, and formal significance. We will begin with several early works ("Notes from Underground," "The Eternal Husband") whose concerns persist and develop in the great novels that are the focus of the course: *Crime and Punishment*, *The Possessed*,

and *The Brothers Karamazov.* All readings and discussion in English. Conducted as a seminar. Two class meetings per week.
First semester. Professor Ciepiela.

28. Tolstoy. Lev Tolstoy's life and writings encompass self-contradictions equaled in scale only by the immensity of his talent: the aristocrat who renounced his wealth, the former army officer who preached nonresistance to evil, the father of thirteen children who advocated total chastity within marriage, and, of course, the writer of titanic stature who repudiated all he had previously written, including *War and Peace* and *Anna Karenina.* We will read these two masterworks in depth, along with other fictional and publicistic writings (*Childhood, The Death of Ivan Ilyich, Kreutzer Sonata, What Is Art?*), as we explore both the nature of his artistic achievement and his evolving views on history, the family, war, death, religion, art, and education. Conducted in English, all readings in translation, with special assignments for students who read Russian. Two class meetings per week.
Second semester. Professor J. Taubman.

29s. Russian and Soviet Film. Lenin declared "Cinema is the most important art" and the young Bolshevik regime threw its support behind a brilliant group of film pioneers (Eisenstein, Vertov, Kuleshov, Pudovkin, Dovzhenko) who worked out the fundamentals of film language. Under Stalin, historical epics and musical comedies, not unlike those produced in Hollywood, became the favored genres. The innovative Soviet directors of the sixties and seventies (Tarkovsky, Parajanov, Abuladze, Muratova) moved away from politics and even narrative toward "film poetry." This course will introduce the student to the great Russian and Soviet film tradition. Frequent short writing assignments. Conducted in English. Two class meetings and one or two required screenings a week.
Second semester. Omitted 2001-02. Professor J. Taubman.

ADVANCED LITERARY SEMINARS

43. Advanced Studies in Russian Literature and Culture I. To be offered at Amherst College. The topic changes every year. The topic for fall 2001 will be the work of the great Russian poet, Aleksandr Pushkin. Pushkin spent the fall of 1830 on the Boldino estate. Those three months proved to be one of the most prolific periods of his creative life. During his time at Boldino, Pushkin worked in a variety of literary genres. He completed the novel *Eugene Onegin,* wrote poetry, short fiction, dramatic works, criticism, and many letters. During the course of the semester we will become acquainted with his work in each of these genres. The close reading of Pushkin's work from Boldino will provide students with an understanding of why Russians consider him their greatest poet. Taught entirely in Russian.
First semester. Senior Lecturer Schweitzer.

44. Advanced Studies in Russian Literature and Culture II. To be offered at Mount Holyoke College as Russian 304. The topic changes every year. This year's topic is to be announced. Close reading and text analysis. Readings and discussion in Russian.
Second semester. Senior Lecturer Schweitzer.

77, 78. Senior Departmental Honors. Meetings to be arranged. Open to, and required of, Seniors writing a thesis.
First and second semesters. The Department.

97, 98. Special Topics. Independent Reading Course.
First and second semesters. The Department.

SPANISH

Professors Benítez-Rojo, Maraniss (Chair), and Stavans; Senior Lecturer Otaño-Benítez; Lecturers Alegre and Carracelas-Juncal.

The objective of the major is to learn about Hispanic cultures directly through the Spanish language and principally by way of their literature and other artistic expressions.

We study literature and a variety of cultural manifestations from a modern critical perspective, without isolating them from their context. To give students a better idea of the development of the Hispanic world throughout the centuries, we expect majors to select courses on the literature and cultures of Spain, Latin America, and Latinos in the U.S. Fluent and correct use of the language is essential to the successful completion of the major. Most courses are taught in Spanish. The Department urges majors to spend a semester or a year studying in a Spanish-speaking country.

Major Program. The Department of Spanish expects its majors to have a broad and diverse experience in the literatures and cultures of Spanish-speaking peoples. To this end, continuous training in the use of the language and travel abroad will be emphasized.

The following requirements for a major in Spanish (both *rite* and with Departmental Honors) will apply. The major will consist of a minimum of nine courses in the literatures and cultures of Spanish-speaking peoples. Majors will be expected to take one course in each of the three cultural areas encompassing the Hispanic world: Spain, Latin America, and Latinos in the USA. All courses offered by the Department above Spanish 3 will count for the major. Five of those courses must be taken from the Spanish offerings at Amherst College. Courses enrolled abroad or outside the Department will require departmental approval.

Departmental Honors Program. In addition to the major program described above, a candidate for Departmental Honors must present a thesis and sustain an oral examination upon the thesis. Candidates will normally elect D78 in the second semester of their senior year.

Combined Majors. Both *rite* and Departmental Honors majors may be taken in combination with other fields, e.g., Spanish and French, Spanish and Religion, Spanish and Fine Arts. Plans for such combined majors must be approved in advance by representatives of the departments concerned.

Interdisciplinary Majors. Interdisciplinary majors are established through the Committee on Academic Standing and Special Majors, with the endorsement and cooperation of the Department or with the approval of individual members of the Department.

Study Abroad. Students majoring in Spanish are encouraged and expected to spend a summer, a semester, or a year studying in Spain or Latin America. Plans for study abroad must be approved in advance by the Department. Guidelines are available.

Placement in Spanish language courses. See individual course descriptions for placement indicators.

Placement in courses on Hispanic culture. Unless otherwise specified, admission to courses in literature is granted upon satisfactory completion of Spanish 5 or a course of equivalent level at another institution (a score of 4 in the Advanced Placement Examination).

1. Elementary Spanish 1. Grammar, pronunciation, oral practice, and reading. Major emphasis on speaking and on aural comprehension. Three hours a week in class, plus two hours with a teaching assistant and regular work in the language laboratory.

For students without previous training in Spanish. This course prepares for Spanish 3. First semester. Lecturer Carracelas-Juncal and Assistants.

1s. Elementary Spanish 1. Same description as Spanish 1.

Second semester. Lecturers Alegre or Carracelas-Juncal and Assistants.

3. Elementary Spanish 3. A continuation of Spanish 1. Intensive review of grammar and oral practice. Reading and analysis of literary texts. Three hours a week in class plus one hour with a teaching assistant and regular work in the language laboratory. Prepares for Spanish 5.

For students with less than three years of secondary school Spanish who score 3 or 4 in the Advanced Placement Examination. First semester. Lecturer Alegre and Assistants.

3s. Elementary Spanish 3. Same description as Spanish 3.

Second semester. Lecturer Alegre and Assistants.

5. Language and Literature. An introduction to the critical reading of Hispanic literary texts; an intensive review of Spanish grammar; training in composition, conversation and listening comprehension. Conducted in Spanish. Three hours a week in class and one hour with a teaching assistant. Regular work in the language laboratory. Prepares for more advanced language and literature courses. This course counts for the major.

First semester. Senior Lecturer Otaño-Benítez or Lecturer Carracelas-Juncal and Assistants.

5s. Language and Literature. Same description as Spanish 5.

Second semester. Lecturer Carracelas-Juncal and Assistants.

6f. Spanish Conversation. This course will develop the student's fluency, pronunciation and oral comprehension in Spanish. We will base our discussion on current issues and on the experience of the Spanish-speaking people of Spain, Latin America, and the United States. We will deal with media information through various sources (newspapers, television, radio, video). The course will meet for three hours per week with the instructor and one hour with a teaching assistant and work at the language laboratory. This course counts for the major.

For students who have completed Spanish 5 or the equivalent in secondary school Spanish (advanced standing or a score of 5 in the Advanced Placement Examination). First semester. Senior Lecturer Otaño-Benítez and Assistants.

6. Spanish Conversation. Same description as Spanish 6f.

Second semester. Senior Lecturer Otaño-Benítez and Assistants.

7. Advanced Spanish Composition. Rapid review of Spanish grammar, practice in set translation and free composition in various genres. Three hours of classroom work per week. Conducted in Spanish. This course counts for the major.

Recommended for Spanish majors and honor students. For students who have completed Spanish 5 or have a score of 5 in the Advanced Placement Examination. Highly recommended for native speakers looking to improve their grammar and writing skills. First semester. Lecturer Alegre.

7s. Advanced Spanish Composition. Same description as Spanish 7.
Second semester. Lecturer Alegre.

16. Introduction to Spanish Literature. A study of Spanish consciousness from the beginning through the Golden Age. Emphasis on the chivalric and picaresque traditions, mystical poetry, sacred and secular drama, and the invention of the novel. Conducted in Spanish.

For students who have completed Spanish 5, or the equivalent in secondary school Spanish (advanced standing or a score of 5 in the Advanced Placement Examination). Second semester. Omitted 2001-02. Professor Maraniss.

17s. Introduction to Spanish-American Literature. An examination of the major literary contributions of Latin America from the indigenous *Popol Vuh* to the "post-boom" period of the 1980s and beyond. Students will be asked to place these works in a context of world literature as well as in the historical and social milieux from which they spring. An emphasis will be placed on the short story.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination). Second semester. Omitted 2001-02. Professor Benítez-Rojo.

24. Modern Spanish Literature. Readings from major writers of the Spanish generations of 1898 and 1927: Baroja, Machado, Valle-Inclán, Miró, García Lorca, Salinas, Alberti, Guillén, Cernuda. Conducted in Spanish.

Second semester. Professor Maraniss.

26. Sor Juana Ines de la Cruz and Octavio Paz. A study of Mexico's past and present through the life and oeuvre of two of its most distinguished intellectuals, a nun in colonial times (1648-1695) and a twentieth-century man of letters (1914-1998). The course will delve into the country's tumultuous political, cultural, and social history while examining the poetry, essays and autobiography of these two figures: a woman and a man, a Catholic and a secularist, a proto-feminist and a renaissance thinker and global literary ambassador. Conducted in Spanish.

Open to Juniors and Seniors or with consent of the instructor. Limited to 20 students. Second semester. Omitted 2001-02. Professor Stavans.

29. Jorge Luis Borges. A comprehensive study of the style, originality and influence of the contemporary Argentine author (1899-1986). His essays, poetry, and fiction will be discussed in the context of Latin American and international literature. Conducted in Spanish.

Open to Juniors and Seniors or with consent of the instructor. Limited to 20 students. First semester. Professor Stavans.

33s. Cuban Literature and Culture. An interdisciplinary course, bringing together Cuba's social history (plantation society, the Spanish-American War, the Cuban Revolution), folklore (Afro-Cuban culture), music (havanera, danza, danzón, rumba, conga, bolero, mambo, cha-cha), art (Wilfredo Lam and others), film-making (Tomás Gutiérrez Alea and Enrique Pineda Barnet), and literature from the nineteenth century to the present (Gertrudis Gómez de Avellaneda, Cirilo Villaverde, Fernando Ortiz, Nicolás Guillén, Lydia Cabrera, José Lezama Lima, Alejo Carpentier, Severo Sarduy, Nancy Morejón, Guillermo Cabrera Infante, Zoe Valdés, and others). Extensive use of audio-visual material.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination. Second semester. Professor Benítez-Rojo.

36. Popular Culture of Hispanic America. An engaging examination of highbrow and mass culture in Mexico, Argentina, Cuba, Chile, and other countries of the Caribbean and south of the Rio Grande, from the 1930s to the present. Soap-operas, performance art, folklore, *artesanías* and native music will be discussed, as well as science fiction, detective and romance novels. Use of audio-visual materials. Conducted in Spanish.

Second semester. Professor Stavans.

38. The Twentieth-Century Short Story in Spanish America. A study of works of the great short story writers of the twentieth century, including Horacio Quiroga, Roberto Arlt, Jorge Luis Borges, María Luisa Bombal, Felisberto Hernández, Juan Rulfo, Julio Cortázar, Carlos Fuentes, José Donoso, Gabriel García Márquez, Isabel Allende, Cristina Peri Rossi, and others. We will examine the political and sociocultural contexts from which these works emerged, and the artistic currents which nourished them. Conducted in Spanish.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination). Second semester. Omitted 2001-02. Professor Benítez-Rojo.

39s. Foundational Fictions. In the process of nation-building in the nineteenth and twentieth centuries, many Latin-American political, military and intellectual leaders wrote and/or called for novels that would promote unity through political and economic programs. A discussion of works by major writers, such as: Domingo Faustino Sarmiento's *Facundo* (Argentina), Jorge Isaacs' *María*, (Colombia), Alberto Blest Gana's *Martín Rivas* (Chile), Ignacio Manuel Altamirano's *El Zarco* (Mexico), Clorinda Matto de Turner's *Aves sin nido* (Peru), Manuel Zeno Gandía's *La charca* (Puerto Rico), José Eustasio Rivera's *La vorágine* (Colombia), and Rómulo Gallegos' *Doña Bárbara* (Venezuela). Conducted in Spanish.

For students who have completed Spanish 5 or the equivalent (advanced standing or a score of 5 in the Advanced Placement Examination). Second semester. Professor Benítez-Rojo.

40. Spanish and Latin-American Film. Because of the heterogeneity of the material, the topic will vary from year to year. The course features Luis Buñuel, his early association with the Spanish literary and artistic vanguard (Valle-Inclán, García Lorca, Dalí), his life and his work within surrealism in France, commercialism in Hollywood, exile in Mexico, and later apotheosis as an old master of European cinema. Conducted in English.

Limited to 50 students. Second semester. Omitted 2001-02. Professor Maraniss.

41. The Boom: Spanish-American Literature of the Sixties and Seventies. Recent prose works by leading Spanish-American authors will be considered both as they contribute to the tradition of Western narrative and as attempts to articulate what is perceived as a rapidly, sometimes violently, changing society. The experiments in narrative technique will thus be related to the process of making sense of the modern world. Works by Gabriel García Márquez, Carlos Fuentes, Jorge Luis Borges, Julio Cortázar, Juan Rulfo and Guillermo Cabrera Infante will be read in the original language whenever possible. Conducted in Spanish.

For students who have completed Spanish 7 or equivalent. Limited to 12 students. First semester. Omitted 2001-02. Professor Benítez-Rojo.

42f. Cervantes. *Don Quixote de la Mancha* and some of Cervantes' "exemplary novels" will be read, along with other Spanish works of the time, which were present at the novel's birth. Course will be taught in Spanish.

Admission with consent of the instructor. First semester. Professor Maraniss.

44f. The Spanish Civil War: Art, Politics, and Violence. To be taught as a First-Year Seminar in 2001. Sixty years ago, the Spanish Second Republic was engaged in a civil conflict that had become a holy war to the European left and right. This course will examine the effects of the war and its passions upon the lives and works of several exemplary writers and artists in England (Orwell, Auden, Romilly, Cornford), France (Malraux, Bernanos, Simon), Spain (Machado, Hernández, Lorca, Picasso), the United States (Hemingway, Dos Passos), and South America (Neruda, Vallejo). Students are encouraged to read texts in the original languages whenever possible. Course to be taught in two sections, one for those who will read and discuss the material in Spanish, and one in English.

Admission with consent of the instructor. Each section limited to 35 students. First semester. Omitted 2001-02. Professor Maraniss.

46. Crossing Literary Genres: Spanish American Women's Writings. For over three centuries Spanish American women have been continuously writing. They have produced a massive amount of works, ranging from travelogues and memoirs to poetry and theater, from novels and short stories to essays and criticism. Furthermore, they have written in the tradition of many literary currents and movements. This course will discuss works by Gertrudis Gómez de Avellaneda (Cuba, nineteenth-century romantic novel), Flora Tristán (Peru, nineteenth-century travelogue), Teresa de la Parra (Venezuela, Modernista memoirs), Rosario Castellanos (Mexico, theater), Rigoberta Menchú (Guatemala, life story), Sylvia Iparraguirre (Argentina, historical novel), Isabel Allende (Chile, short stories), María Amparo Escandón (Neo-Picaresca novel), and others. Conducted in Spanish.

For students who have completed Spanish 5 or equivalent. Limited to 20 students. Second semester. Omitted 2001-02. Senior Lecturer Otaño-Benítez.

48. Spanish American Fiction by Women. This course will study contemporary Spanish American novels and short stories written by women. Special attention will be paid to the importance of female forms of resistance, struggle and bonding against social and economic marginalization. The course will also explore the role of women in a variety of political contexts, ranging from revolution to ideological repression. Texts by: Isabel Allende, Gioconda Belli, Rosario Ferré, Angeles Mastreta, Elena Poniatowska, Mayra Santos Febres, Ana Lydia Vega, Zoé Valdés, Luisa Valenzuela, and others. Conducted in Spanish.

Second semester. Senior Lecturer Otaño-Benítez.

49. Seventeenth-Century European Theater. (Also Theater and Dance 29.) Readings of plays by Spanish, English and French playwrights of what has been, in the modern world, the great century of the stage. Works of Lope de Vega, Calderón de la Barca, Shakespeare, Molière, Racine, Webster and Wycherly. Conducted in English. Students will read plays in the original languages whenever possible.

First semester. Omitted 2001-02. Professor Maraniss.

50. Creative Writing Workshop in Spanish. A first-level fiction workshop. Students will learn through weekly exercises a variety of techniques—characterization, description, monologue, dialogue, conflict staging, point of view, plotting, and other technical problems. Students are expected to write a simple short story in Spanish for their final grade. Conducted in Spanish.

For students who have completed Spanish 7 or equivalent. Second semester. Omitted 2001-02. Professor Benítez-Rojo.

51. Jewish Hispanic Relations. Spanning from the tenth century to present-day United States, this survey uses historical, literary, and political texts to explore the precarious status of Jews in the Hispanic world. It starts in medieval Spain, places special attention in the 1492 expulsion of the Iberian Peninsula as a major catharsis, and follows the chains of immigration to the Spanish-speaking Americas and the Caribbean, especially to Argentina, Cuba, and Mexico. Brazil, even though it isn't in the Hispanic orbit, will also be contemplated. The survey concludes with a discussion of the partnership between the Jewish and Hispanic minorities in the U.S. Jewish and non-Jewish authors analyzed, whose works are originally in Spanish, Hebrew, Ladino, Portuguese, Yiddish, French, and English will be read in English translation. They include Miguel de Cervantes, Fernando de Rojas, Christopher Columbus, Alberto Gerchunoff, and Moacyr Scliar. Conducted in English.

First semester. Omitted 2001-02. Professor Stavans.

52. Gabriel García Márquez. A detailed, chronological examination of the life and work of the Colombian author of *One Hundred Years of Solitude* and other celebrated works. Aside from this title, special attention will be given to his early novellas, *Love in the Time of Cholera*, his political fiction, and his reportage on the Soviet Union and the drug cartels. His ideology and aesthetics, his debt to Flaubert, Knut Hamsun, Faulkner, Hemingway, and Graham Greene will be discussed, and also his role as liaison to Fidel Castro's Cuban Revolution and his status as an intellectual icon in present-day Colombia. Conducted in Spanish.

For students who have completed Spanish 5 or equivalent. Limited to 30 students. Second semester. Omitted 2001-02. Professor Stavans.

53. The Sounds of Spanglish. A linguistic and cultural study of the Latino population in the United States through its language. The course spans almost five hundred years, from 1521 to the present. It starts with the Spanish explorers to Florida and ends with today's rappers and poets. Novels, plays, and film will be used as primary texts. The various modalities of Spanglish, spoken by, among other groups, Nuyoricans, Chicanos, and Cuban-Americans, will be compared. The development of Spanglish as a street jargon will be compared to Yiddish, Ebonics, and other minority tongues. The course will also discuss the rapid changes of Spanish, under strong pressure from English, in the Southern Hemisphere. Works by Dr. Samuel Johnson, Antonio de Nebrija, and Fernando Ortiz will be used. Conducted in English.

First semester. Professor Stavans.

55. Latin American Literature and the Paranormal. For many years now, Latin American writers have chosen to employ codes other than those of realism when writing of the problems that individuals experience in their sociocultural mileux. In countries whose populations, lacking a real history, still make use of myths and legends, and in which differing cultures are still in conflict, the realist novel has turned out to be inadequate to the fictionalization of certain states of the group mind. It is here that magic realism, the uncanny, the fantastic and other forms of paranormal literature find their most characteristic place. The course will examine works by Julio Cortázar, Jorge Luis Borges, Juan Rulfo, Felisberto Hernández, Gabriel García Márquez, Carlos Fuentes, María Luisa Bombal and Miguel Angel Asturias, among others. Conducted in Spanish.

For students who have completed Spanish 5 or equivalent. First semester. Omitted 2001-02. Professor Benítez-Rojo.

57. Julio Cortázar. A comprehensive seminar on the works of the contemporary Argentine author (1914-1984). His novels and short stories will be examined in the context of Latin American and international literature. Conducted in Spanish.

For students who have completed Spanish 7 or equivalent. Limited to 12 students. First semester. Omitted 2001-02. Professor Benítez-Rojo.

77, D78. Senior Departmental Honors. Two single courses.

First and second semesters. The Department.

97, H97, 98, H98. Special Topics. The Department calls attention to the fact that Special Topics courses may be offered to students on either an individual or group basis.

Students interested in forming a group course on some aspect of Hispanic life and culture are invited to talk over possibilities with a representative of the Department. When possible, this should be done several weeks in advance of the semester in which the course is to be taken.

First and second semesters.

TEACHING

Students interested in teaching and education may achieve, during their four years at Amherst, state certification in Massachusetts for positions in secondary schools. Reciprocity agreements between Massachusetts and over 30 other states permit students certified in Massachusetts to qualify for public school positions across the country. Those who wish to obtain certification for public school teaching may—as an alternative to enrolling in a Masters program after graduation—draw upon our liaison with the Psychology and Education Department at Mount Holyoke College to complete the requirements for provisional certification during their undergraduate years. Acceptance into the Mount Holyoke program requires a formal application in the spring of the student's junior year.

Because the requirements for Massachusetts certification involve both course-work and a considerable number of hours engaged in classroom teaching, students interested in the possibility of a public school teaching career should consult with the education advisor in the Career Center and with the faculty advisor to the Program in Secondary School Teaching, Professor Barry O'Connell of the English Department, as early as possible in their time at Amherst. In addition to majoring in the subject area in which they seek certification, students will need the following courses, or their equivalents, in order to participate in the Mount Holyoke program. Many of these can be taken at Amherst; others in any of the Five Colleges. A few must be taken at Mount Holyoke (indicated by an *).

1. Introduction to Psychology
2. Adolescent Psychology
3. Educational Psychology
4. A course in multicultural education (at Amherst English 6 meets this requirement)
5. Differences in Learning (Educ. 234 at Mount Holyoke College, or with approval courses at Smith College or University of Massachusetts)
6. Observing and Assisting in Middle and Secondary Schools (Educ. 332j a January inter-term course at Mount Holyoke College or TEAMS at University of Massachusetts among other possibilities)

7. Educ. 330* Process of Learning and Teaching in Middle and Secondary Schools
8. Teaching (Math, English, etc.) In Secondary School, an Amherst College special topics course taken in conjunction with the teaching internship
9. Educ. 331* Teaching Internship. This is a double course at Amherst College, to be taken in the spring semester of the senior year or during a ninth term at Mount Holyoke College.

Passage of the Massachusetts Educator Certification Test, is required of all participants in the Mount Holyoke College Program. Tests are administered four times each year in October, January, April and June. Application forms and test preparation materials are available at the Amherst College Career Center.

THEATER AND DANCE

Professors Dougan (Chair) and Woodson; Assistant Professor Mukasa; Senior Resident Artist Lobdell‡; Playwright-in-Residence Congdon; Visiting Lecturers Dowling, Middleton, and Wolfzahn.

Curriculum. The study of theater and dance is an integrated one. While recognizing historical differences between these arts, the department emphasizes their aesthetic and theoretical similarities.

The basic structure of the curriculum and the organizational pattern of the department's production activities are designed to promote the collaborative and interdependent nature of the theatrical arts. Faculty, staff and major students form the nucleus of the production team and are jointly responsible for the college's Theater and Dance season. Advanced students carry specific production assignments. Students in Core Courses and in Courses in the Arts of Theater and Dance also participate, through laboratory experiences, in the creation and performance of departmental productions.

Major. In the election of departmental courses, students may choose to integrate the many aspects of theater and dance or to focus on such specific areas as choreography, playwriting, directing, design, acting, and performance art. Because advanced courses in theater and dance are best taken in a prescribed sequence, students preparing to major in the department are advised to complete the three Core Courses and one course in the Arts of Theater by the end of the sophomore year. Students interested in the possibility of majoring in the Department should consult with the Chair as soon as possible.

Minimum Requirements. The three Core Courses; two courses in the History, Literature and Theory of Theater and Dance; two courses in the Arts of Theater and Dance (For the purpose of fulfilling this requirement, two half-courses in dance technique approved by the Department may replace one course in the Arts of Theater and Dance); one advanced course in the Arts of Theater and Dance; the Major Series: H75 or H76 and 77 or 78. More specific information about courses which fulfill requirements in the above categories can be obtained from the Department office.

The Senior Project. Every Theater and Dance major will undertake a Senior Project. In fulfillment of this requirement, a student may present work as author, director, choreographer, designer, and/or performer in one or more pieces for public performance. Or a student may write a critical, historical, literary or theoretical essay on some aspect of theater and dance. As an alternative, and with the approval of the department, a student may present design portfolio work, a directorial production book or a complete original playscript. In such cases, there will be no public performance requirement. In all cases, the project will represent a synthesis or expansion of the student's education in theater and dance.

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‡On leave second semester 2001-02.

Project proposals are developed in the junior year and must be approved by the faculty. That approval will be based on the project's suitability as a comprehensive exercise. Because departmental resources are limited, the opportunity to undertake a production project is not automatic. Approval for production projects will be granted after an evaluation of the practicability of the project seen in the context of the department's other production commitments. Written proposals outlining the process by which the project will be developed and the nature of the product which will result must be submitted to the Department chair by April 1 of the academic year before the project is proposed to take place. The faculty will review, and in some cases request modifications in the proposals, accepting or rejecting them by May 1. Students whose production proposals do not meet departmental criteria will undertake a written project.

Comprehensive Evaluation. Because the Theater and Dance curriculum is sequenced, successful completion of the required courses and of the major series—Production Studio and Senior Project—represents satisfaction of the departmental comprehensive requirement. In addition, majors are required to write an essay submitted by the first day of classes in the second semester of the junior year, and attend departmental meetings and end-of-the-semester interviews each semester.

Departmental Honors Program. Departmental recommendations for Honors will be based on faculty evaluation of three factors: (1) the quality of the Senior Project, including the documentation and written work which accompanies it; (2) the student's academic record in the department; and (3) all production work undertaken in the department during the student's career at Amherst.

Extra-Curriculum. In both its courses and its production activities, the Department welcomes all students who wish to explore the arts of theater and dance. This includes students who wish to perform or work backstage as an extracurricular activity, students who elect a course or two in the department with a view toward enriching their study of other areas, students who take many courses in the department and also participate regularly in the production program while majoring in another department, as well as students who ultimately decide to major in theater and dance.

Theater and Dance

CORE COURSES IN THEATER AND DANCE

11. The Language of Movement. An introduction to movement as a language. In studio sessions students will explore and expand their individual movement vocabularies by working improvisationally with weight, posture, gesture, patterns, rhythm, space, and relationship of body parts. We will ask what these vocabularies might communicate about emotion, thought, physical structures, cultural/social traditions, and aesthetic preferences. In addition we will observe movement practices in everyday situations and in formal performance events and use these observations as inspiration for individual and group compositions. Two two-hour class/studio meetings and a two-hour production workshop per week. Selected readings and viewing of video and live performance.

Limited to 20 students. First semester. Professor Woodson.

12f. Materials of Theater. An introduction to designing and directing conducted in a combined discussion/workshop format. Early class discussions focus on a theoretical exploration of the nature of theater as an art form, examining selected theories of performance from Aristotle through Robert Wilson. Students question these theoretical assumptions and develop a language for analyzing the visual aspects of theater and dance. Later classwork explores the process of translating the written text into visual form. Two three-hour classes; production workshop included in this time.

Two sections. Limited to 12 students per section. First semester. Omitted 2001-02. Professor Dougan.

12. Materials of Theater. Same description as Theater and Dance 12f.

Second semester. Professor Dougan.

13. Action and Character. An introduction to acting and directing based on the assumption that these two distinct aspects of theater have in common the close reading and analysis of the play text. Course centers on workshop rehearsal of scenes from plays and of various directed and improvisational exercises. Primary attention to the development of honesty, directness and imaginative detail in the creation of characters. Three two-hour class meetings and a two-hour production workshop per week.

Enrollment in each section is limited but early registration does not confer preferential consideration. Twenty students attending the first class will be admitted. Selection will be based on the instructor's attempt to achieve a suitable balance between first-year students and upperclassmen and between men and women, and to achieve a broad range of levels of acting experience. Notice of those admitted will be posted within 72 hours of the first meeting.

First semester. Resident Artist Lobdell.

13s. Action and Character. Same description as Theater and Dance 13.

Second semester. Omitted 2001-02. Resident Artist Lobdell.

COURSES IN THE HISTORY, THEORY AND LITERATURE OF THEATER AND DANCE

24. Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop. This survey of late twentieth-century dance begins in the sixties—a decade of revolt and redefinition in American modern dance when expressions of nonconformity became a key theme for artists of the counterculture who struggled for self-definition in defiance of traditional social values. The socio-political environment of the sixties, particularly the Feminist Movement, provoked new ideas about dance, the dancer's body and a radically changed dance aesthetic; and produced dance works that spoke of freedom, spontaneity, spirituality; experimentation, democratic participation and the liberation of the body. The postmodern perspectives that grew out of debates of the period about the nature of gender, ethnicity, and sexuality in turn yielded theories about the relationship between cultural forms and the construction of identities from a new generation of dancers, whose works emphasized dialogue and self-reflective critique. Presenting dance as an art form and embodied social practice, borrowing from spectacular vernaculars, and blurring the traditional boundaries of the modern and classical, these late-century renegades moved dance (as performance art and prime subject for cultural studies) from the margins to the mainstream.

Second semester. Five College Professor Valis Hill.

28. Contemporary American Drama. A seminar on American drama and theater of the last 20 years. Readings (and, when possible, viewings) will be drawn from the already-classic, (Shepard, Mamet), the unjustly-neglected (Fornes, Jenkin), and the newly-discovered generation of American playwrights (Kushner, A. Wilson, Greenspan, Parks, Cruz, Wellman, Ong, Marguiles, Baitz, Sanchez, Vogel, Yew). Numerous commentators have said that we are in the midst of an American Theatrical renaissance; this course gives us a chance to see for ourselves.

Second semester. Professor Mukasa.

29. Topics in Theater and Dance. A series of courses designed for small groups of students centering on questions of theory and practice, on contemporary trends, and on the particular interests of departmental faculty and visiting artists. Requisites may occasionally be established by instructor of individual courses.

First semester. Omitted 2001-02.

29s. Topics in Theater and Dance. Same description as Theater and Dance 29.

Second semester. Omitted 2001-02.

COURSES IN THE ARTS OF THEATER AND DANCE

H30f. Contemporary Dance Techniques. The study and practice of contemporary movement vocabularies, including regional dance forms, contact improvisation and various modern dance techniques. Because the specific genres and techniques will vary from semester to semester, the course may be repeated for credit. Objectives include the intellectual and physical introduction to this discipline as well as increased body awareness, alignment, flexibility, coordination, strength, musical phrasing and the expressive potential of movement. The course material is presented at the beginning/intermediate level.

INTERMEDIATE MODERN/BALLET
First semester. Lecturer Wolfzahn.

MODERN III/IV
Omitted 2001-02.

WEST AFRICAN DANCE
First semester. Lecturer Middleton.

H30. Contemporary Dance Techniques. Same description as Theater and Dance H30f.

MODERN I/II.
Second semester. Lecturer Dowling.

31. Playwriting. (To be offered at the same time and in the same place as Theater and Dance 61.) A workshop in writing for the stage. The semester will begin with exercises in monologue, dialogue, and the scene unit, then move gradually into the making of a short play. Writing will be done in and out of class; students' work will be discussed in the workshop and/or in private conferences. We will also study selected plays by established writers, past and present, learning how they begin plays and end them; what they leave out and what they emphasize; how they order scenes; how they conceive of character and plot (if at all); what they make of gesture, silence, speech.

Not open to first-year students. Admission with consent of the instructor. Limited to 15 students. First semester. Playwright-in-Residence Congdon.

33. From Idea to Performance. A theoretical and practical consideration of the process by which the performance-maker's initial idea is altered, adapted, developed, rehearsed and finally transmitted to the audience through the medium of theatrical productions.

First semester. Omitted 2001-02. Professor Woodson.

35s. Scripts and Scores. This course will provide structures and approaches for creating original performance pieces and events. An emphasis will be placed on interdisciplinary and experimental approaches to composition, choreography, and performance making. These approaches include working with text and movement, visual systems and environments, non-traditional music and sound and chance scores to inspire and include in performance. Students will create and perform dance, theater, or performance art pieces for both traditional theater spaces and for found (indoor and outdoor) spaces.

This course is open to dancers and actors as well as interested students from other media and disciplines. Consent of the instructor is required for students with no experience in improvisation or composition. Two two-hour class meetings per week plus two-hour rehearsal lab.

Limited to 12 students. Second semester. Professor Woodson.

37. The Actor's Instrument. Technical issues of the body, voice, will, and imagination for the actor; exercises and readings in acting theory. Introduction of techniques to foster physical and emotional concentration, will and imaginative freedom. Exploration of Chekhov psycho-physical work, Hagen object exercises, Spolin and Johnstone improvisation formats, sensory and image work, mask and costume exercises, and neutral dialogues. The complex interweaving of the actor's and the character's intention/action in rehearsal and performance is the constant focus of the class. Three two-hour class meetings and a two-hour production workshop per week.

Requisite: Theater and Dance 13. Limited to 16 students. First semester. Omitted 2001-02. Resident Artist Lobdell.

41s. Scene Design. The materials, techniques and concepts which underlie the design and creation of the theatrical environment.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in stagecraft. Second semester. Professor Dougan.

42f. Lighting Design. An introduction to the theory and techniques of theatrical lighting, with emphasis on the aesthetic and practical aspects of the field as well as the principles of light and color.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in lighting technology. First semester. The Department.

43. Costume Design. An introduction to the analytical methods and skills necessary for the creation of costumes for theater and dance with emphasis on the integration of costume with other visual elements.

Requisite: Theater and Dance 12 or consent of the instructor. Lab work in costume construction. First semester. Professor Dougan.

45. Stage Directing. Practice of the artistic, technical and interpretative skills required of the director through scene work and prepared production statements. Emphasis on coaching actors. Studio presentation of four scenes.

Requisite: Theater and Dance 12 and 13. Limited to ten students. First semester. Professor Mukasa.

49. Performance Design. An intermediate course in the principles and techniques of the designer's approach to creating environmental and corporeal imagery for live performance. Working from a variety of scripted and improvised sources and with text, movement, sound and objects—students will discover strategies for the collaborative design of performance pieces. The course is appropriate for students with background in performance, theater design or the fine arts. Two two-hour classes per week.

Admission with consent of the instructor. Limited to ten students. First semester. Omitted 2001-02. Professor Dougan.

50. Performance and Video. This course will give students an opportunity to explore various relationships between live performance and video. Experiments will include: creating short performance pieces and choreography specifically designed for the video medium; creating short pieces that include both live performance and projected video; and creating short experimental video pieces that emphasize a sense of motion, music and improvisation/choreography in their conceptualization and realization. Techniques and languages from dance and theater composition will be used to expand and inform approaches to video production and vice-versa, emphasizing a sense of reciprocity between the different media. Class sessions will include studio practice (with hands-on exercises with video camcorders and editing as well as composition and rehearsal techniques) and regular viewing and critiques. Students will work both independently and in collaborative teams according to interest and expertise.

Requisite: previous experience in either theater, dance, or music composition and/or video production or by consent of the instructor. Limited to 10 students. Second semester. Professor Woodson.

STUDIO COURSES

61. Playwriting Studio. (To be offered at the same time and in the same place as Theater and Dance 31.) A workshop/seminar for writers who want to complete a full-length play or series of plays. Emphasis will be on bringing a script to a level where it is ready for the stage. Although there will be some exercises in class to continue the honing of playwriting skills and the study of plays by established writers as a means of exploring a wide range of dramatic vocabularies, most of the class time will be spent reading and commenting on the plays of the workshop members as these plays progress from the first draft to a finished draft.

Requisite: Theater and Dance 31 or the equivalent. Admission with consent of the instructor. Limited to 10 students. First semester. Playwright-in-Residence Congdon.

62f. Performance Studio. An advanced course in the techniques of creating original performance works. Students will create performance pieces that develop and incorporate original choreography, text, music, sound and/or visual design. Experimental and collaborative structures and approaches among and within different media will be stressed. The final performance pieces and/or events will be presented and evaluated at the end of the semester. Can be taken more than once for credit.

Requisite: Theater and Dance 35 and consent of the instructor. First semester. Omitted 2001-02. Professor Woodson.

64f. Design Studio. An advanced course in the arts of theatrical design. Primary focus is on the communication of design ideas and concepts with other theater artists. Also considered is the process by which developing theatrical ideas and images are realized. Students will undertake specific projects in scenic, costume and/or lighting design and execute them in the context of the Department's production program or in other approved circumstances. Examples of possible assignments include designing workshop productions, and assisting faculty and staff designers with major responsibilities in full scale production. In all cases, detailed analysis of the text and responsible collaboration will provide the basis of the working method. May be repeated for credit.

Requisite: Theater and Dance 41, 42, or 43. First semester. Professor Dougan.

64. Design Studio. Same description as Theater and Dance 64f.
Second semester. Professor Dougan.

65s. Directing Studio. An advanced course in directing. Each directing student will select, cast, rehearse and lead the development of the production concept for two or more short plays to be presented as part of the Department's production season. In some cases the directors may work with design students in the development and realization of the visual aspects of the production. After each production, the student will submit a complete production book and respond to evaluation by the department faculty.

Requisite: Theater and Dance 45. Consent of the Chairperson must be obtained during the pre-registration period. Second semester. Professor Mukasa.

67. Rehearsal. An advanced course in acting. The class will focus upon the actor's close analysis of the playwright's script to define specific problems and to set out tactics for their solutions. The interaction of the actor's creative work outside rehearsal and the work within rehearsal will be delineated by assigned exercises.

Requisite: Theater and Dance 37 or consent of the instructor. Limited to 16 students. First semester. Resident Artist Lobdell.

H75. Production Studio. An advanced course in the production of Theater and Dance works. Primary focus will be on the integration of the individual student into a leadership role within the Department's producing structure. Each student will accept a specific responsibility with a departmental production team testing his or her artistic, managerial, critical, and problem-solving skills.

Admission with consent of the department. Not open to first-year students. First semester. The Department.

H76. Production Studio. Same description as Theater and Dance H75.
Second semester. The Department.

77, 78. Senior Departmental Honors. For Honors candidates in Theater and Dance.
Open to Seniors. First and second semesters. The Department.

97, H97, 98, H98. Special Topics. Independent Reading Course. Full or half course.
Admission with consent of the instructor. First and second semesters. The Department.

RELATED COURSE

Creating Musical Drama. See Music 18.
Second semester. Omitted 2001-02.

Five College Dance

Five College Dance Department. In addition to dance courses at Amherst College through the Department of Theater and Dance (Contemporary Techniques, Language of Movement, Scripts and Scores, Performance Studio, Choreography and Issues in Contemporary Dance), students may also elect courses through the Five College Dance Department listed below. The Five College Dance Department combines the programs of Amherst College, Hampshire College, Mount Holyoke College, Smith College, and the University of Massachusetts. The faculty operates as a consortium, coordinating curricula, performances, and services. The Five College Dance Department supports a variety of philosophical approaches to dance and provides an opportunity for students to experience a wide spectrum of performance styles and techniques. Course offerings are coordinated among the campuses to facilitate registration, interchange and student travel; students may take a dance course on any of the five campuses and receive credit at the home institution. There are also numerous performing opportunities within the Five College Dance Department as well as frequent master classes and residencies offered by visiting artists.

Please Note: Five College Course lists (specifying times, locations and new course updates) are available two weeks prior to pre-registration at the Theater and Dance Office in Webster Hall, individual campus dance departments and the Five College Dance Department office, located at Hampshire College. The schedule is also online at www.fivecolleges.edu/dance.

The Five College Dance Department Faculty. Professors Coleman, Freedman, Lowell, Nordstrom, Schwartz, Waltner, Watkins, and Woodson; Associate Professor Daniel; Assistant Professors Blum, Brown, C. Flachs and R. Flachs. Visiting Guest Artists.

STUDIO TECHNIQUE

Participation in technique classes beyond level I is by audition or by consent of the instructor; students may repeat any level for credit. Technique classes are taken for half-credit. The following offerings appear in alphabetical order.

Ballet. Introductory through advanced study of the principles and vocabularies of classical ballet. Class is comprised of three sections: Barre, Center and Allegro. Emphasis is placed on correct body alignment, development of whole body movement, musicality, and embodiment of performance style. Pointe work is included in class and rehearsals at the instructor's discretion.

Ballet I.

First semester. To be offered at Mount Holyoke College (R. Flachs), Smith College (section 1: Salyers, section 2: Frazier), and University of Massachusetts (Lipitz).

Second semester. To be offered at Smith College (TBA).

Ballet II.

First semester. To be offered at Smith College (Soule).

Second semester. To be offered at Smith College (TBA) and University of Massachusetts (Lipitz).

Ballet III.

First semester. To be offered at Mount Holyoke College (C. Flachs) and Smith College (Blum).

Ballet III/IV.

First semester. To be offered at Amherst College (Wolfzahn).

Ballet IV.

Second semester. To be offered at Mount Holyoke College (R. Flachs), Smith College (TBA), and University of Massachusetts (Lipitz).

Ballet Rep.

First semester. To be offered at Mount Holyoke College (R./C. Flachs).

Ballet Fundamentals.

First semester. To be offered at University of Massachusetts (Watkins).

Ballet V.

First semester. To be offered at Smith College (Blum) and University of Massachusetts (Lipitz).

Ballet VI.

Second semester. To be offered at Mount Holyoke College (R./C. Flachs) and Smith College (Blum).

Body Conditioning for Dancers.

First semester. Omitted 2001-02.

Brazilian Dance.

First semester. To be offered at Smith College (Soledade).

Classical Indian Dance I.

First semester. To be offered at University of Massachusetts (Devi).

Classical Indian Dance II.

Second semester. To be offered at University of Massachusetts (Devi).

Comparative Caribbean Dance I.

First semester. To be offered at Smith College (Daniel).

Second semester. To be offered at Smith College (Daniel).

Comparative Caribbean Dance II.

First semester. Omitted 2001-02.

Contemplative Dance.

First semester. Omitted 2001-02.

Contact Improvisation.

Second semester. To be offered at Mount Holyoke College (Wolfzahn).

Javanese Dance.

First semester. To be offered at Smith College (section 1: Sriman, section 2: Sumarsam).

Second semester. To be offered at Smith College (Sriman, Sumarsam).

Jazz Dance. Introductory through advanced jazz dance technique, including the study of body isolations, movement analysis, syncopation and specific jazz dance traditions. Emphasis is placed on enhancing musical and rhythmic phrasing, efficient alignment, performance clarity in complex movement combinations, and the refinement of performance style.

Jazz Dance I.

First semester. To be offered at Smith College (section 1: Russo, section 2: Tsoules) and University of Massachusetts (Brown).

Second semester. To be offered at Smith College (TBA).

Jazz Dance II.
First semester. To be offered at Smith College (Brown).
Second semester. To be offered at Smith College (TBA) and University of Massachusetts (Brown).

Jazz Dance III.
First semester. To be offered at Mount Holyoke College (Coleman), Smith College (TBA), and University of Massachusetts (Brown).

Jazz Dance IV.
Second semester. To be offered at Smith College (TBA).

Jazz Dance V.
First semester. To be offered at University of Massachusetts (Brown).

Jazz Dance VI.
Omitted 2001-02.

Modern Dance. Introductory through advanced study of modern dance techniques. Central topics include: refining kinesthetic perception, developing efficient alignment, increasing strength and flexibility, broadening the range of movement qualities, exploring new vocabularies and phrasing styles, and encouraging individual investigation and embodiment of movement material.

Modern Dance I.
First semester. To be offered at Mount Holyoke College (TBA), Smith College (Salyers), and University of Massachusetts (Freedman).
Second semester. To be offered at Smith College (Waltner and TBA).

Modern Dance II.
First semester. To be offered at Hampshire College (TBA), Smith College (Frazier), and University of Massachusetts (Freedman).

Modern Dance I/II. See Contemporary Dance Technique, Theater and Dance H30.
Second semester. To be offered at Amherst College (Dowling).

Modern Dance II/III.
First semester. To be offered at Hampshire College (Lowell).

Modern Dance III.
First semester. To be offered at Smith College (Waltner), and University of Massachusetts (Coleman).

Modern Dance IV.
Second semester. To be offered at Smith College (Coleman).

Modern Dance V.
First semester. To be offered at Smith College (Soledade) and the University of Massachusetts (Freedman).

Modern Dance VI.
Second semester. To be offered at Smith College (Soledade) and University of Massachusetts (Brown).

Repertory.
First semester. To be offered at Hampshire College (Nordstrom), Mount Holyoke College (Flachs), and Smith College (Soledade).

Tap I.
First semester. To be offered at Mount Holyoke College (Raff).

Tap II.
First semester. To be offered at Smith College (Brown).

Tap III.
First semester. To be offered at Mount Holyoke College (Raff).

Tap IV.
First semester. To be offered at Mount Holyoke College (TBA).

West African Dance.
First semester. To be offered at Amherst College (Middleton) and Mount Holyoke College (Middleton).

THEORY

Theory courses are taken for full credit and generally include three class hours and two to three lab hours.

Analysis of Rhythm I.
First semester. To be offered at Mount Holyoke College (Jones) and University of Massachusetts (Arslanian).
Second semester. To be offered at Smith College (Robinson).

Analysis of Rhythm II.
Second semester. To be offered at Mount Holyoke College (Arslanian).

Community Crossover.
Second semester. To be offered at Mount Holyoke College (Dowling).

Composition: Introductory through advanced study of elements of dance composition, including phrasing, space energy, motion, rhythm, musical forms, character development, and personal imagery. Course work emphasizes organizing and designing movement creatively and meaningfully in a variety of forms (solo, duet and group), and utilizing various devices and approaches, e.g., motif and development, theme and variation, text and spoken language, collage, structured improvisation, and others.

Composition I.
First semester. To be offered at Amherst College (Woodson, see Language of Movement, Theater and Dance 11) and University of Massachusetts (Schwartz).
Second semester. To be offered at Mount Holyoke College (Coleman) and Smith College (Waltner).

Composition II.
First semester. To be offered at Smith College (Blum).
Second semester. To be offered at University of Massachusetts (Brown).

Composition II: Scripts and Scores. See Theater and Dance 35s.
Second semester. Professor Woodson.

Composition II/III: Performance and Video. See Theater and Dance 50.
Second semester. Professor Woodson.

Composition III. See Theater and Dance 62f.
First semester. Omitted 2001-02. Professor Woodson.

Dance Advanced Studies: Writing Dance.
First semester. To be offered at Smith College (Hill).

Dance and Culture.
First semester. To be offered at Smith College (Daniel).

Dance as an Art Form.
First semester. To be offered at Hampshire College (Nordstrom) and Mount Holyoke College (Coleman).

Dance History.
First semester. To be offered at Hampshire College (Hill/Edwards).
Second semester. To be offered at Mount Holyoke College (C. Flachs).

Dance in the Twentieth Century.
First semester. To be offered at Smith College (Waltner).

Dance Production.
First semester. To be offered at University of Massachusetts (Freedman).

Lighting Design.
First semester. To be offered at Amherst College (The Department).

Scientific Foundations of Dance I.
First semester. To be offered at University of Massachusetts (Watkins).

FIVE COLLEGE DANCE DEPARTMENT MISSION STATEMENT

The educational and artistic mission of the Five College Dance Department is to champion the imaginative, expressive powers of human movement. The curriculum emphasizes in-depth study of a broad spectrum of dance as an art form, including technical, creative, historical, cultural and scientific perspectives. Students are encouraged to balance performance and creative studies with a comprehensive understanding of the historical and cultural contexts of different dance traditions. They may shape their major studies in either traditional or interdisciplinary ways—reflecting the wide range of career options and new directions of the contemporary field.

WOMEN'S AND GENDER STUDIES

Professors Basu†, Bumiller†, Griffiths (Chair), Hunt, and Olver; Associate Professor Barale; Assistant Professor Saxton.

Women's and Gender Studies is an interdisciplinary exploration of the creation, meaning, function, and perpetuation of gender in human societies, both past and present. It is also an inquiry specifically into women's material, cultural, and economic productions, their self-descriptions and collective undertakings.

Major Program. Students majoring in Women's and Gender Studies are required to take a minimum of eight courses. Courses required of all majors include: Women's and Gender Studies 11, 24, and 75. The remaining five electives may be chosen from Women's and Gender Studies offerings or may be selected, in consultation with a student's advisor, from courses given in other departments (see list of related courses). Other Amherst or Five College courses which address issues of women and/or gender as a part of their concern may be counted towards the major only if approved by the Women's and Gender Studies Department. A seminar presentation in Women's and Gender Studies 75 will serve as the occasion for the student's comprehensive examination.

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†On leave first semester 2001-02.

Departmental Honors Program. The work of the Senior Seminar may be used as the basis for developing an honors thesis. Students accepted as honors candidates will also elect Women's and Gender Studies 77 and 78, or D78, in addition to the courses required for the major.

8f. Bad Girls. (Also Fine Arts 82f.) See Fine Arts 82f.
First semester. Omitted 2001-02. Professor Staller.

11s. The Cross-Cultural Construction of Gender. This course introduces students to the issues involved in the social and historical construction of gender and gender roles from a cross-cultural and interdisciplinary perspective. Topics will include the uses and limits of biology in explaining human gender differences; male and female sexualities including homosexualities; women and social change; women's participation in production and reproduction; the relationship among gender, race and class as intertwining oppressions; and the functions of visual and verbal representation in the creating, enforcing and contesting of gender norms.
Second semester. Professors Barale and Olver.

13. Textualities. This course will read a variety of texts—modern and not so new novels, plays, short stories, critical essays—in order to think about the complications that language and narrative bring to gender, race, and sexuality. For example, the very title of John Okada's *No-No Boy* refuses to disentangle gender from an historically specific racial identity. The hard-won autonomy of the eponymous heroine of Charlotte Brontë's *Jane Eyre* depends upon not only the presence of a man who at one point cross-dresses as a gypsy woman, but also upon his attic-imprisoned Creole wife, as well as Jane's proposal of marriage from a zealous future missionary. In Sandra Cisneros' *Woman Hollering Creek,* daytime television and pick-up trucks define differing kinds of femininity. Other readings for the course will include work by Cather, Hurston, Hwang, Jewett, McCullers, Morrison, and Stein.
First semester. Omitted 2001-02. Professor Barale.

15. Feminism and Its Critics in the West. This course has two interlocking aims: to explore the ways feminist and anti-feminist ideas have interacted with one another in Europe and America over the past 250 years, and to examine, in a way informed by history, gender debates going on within present-day political and cultural movements. Topics include women in the French Revolution; Owenite socialism and its critics in Britain; the intersections of evangelism, abolitionism, and feminism in mid-nineteenth-century America; women in the Ku Klux Klan in the 1920s; gender, race and the rise of German fascism; the place of women within contemporary American conservatism and the Evangelical Right; and gender struggles within present-day rock and rap cultures. We will read or listen to works by Sojourner Truth, Ayn Rand, Phyllis Schafly, George Gilder, Pat Robertson, Public Enemy, Queen Latifah, and others.
First semester. Omitted 2001-02. Professor Hunt.

19. Buddhist Women and Representations of the Female. (Also Religion 30f.) See Religion 30f.
Limited enrollment. First semester. Omitted 2001-02.

20. Topics in the History of Sex, Gender, and the Family. (Also History 74.) See History 74.

Limited to 15 students. Second semester. Omitted 2001-02. Professor Hunt.

23. The Age of Chivalry: Women, Knights, and Poets. (Also European Studies 23.) See European Studies 23.

First semester. Professors Cheyette and Chickering.

24f. Text and Disciplines: Fiction as History. This course seeks to understand the shared and differing readings of gender that are offered by two disciplines: History and Literature. A series of American novels, surrounded by a grouping of critical commentaries from historians and literary critics, will be used to examine each discipline's construction—and possibly misconstruction—of gender's operation. Our reading will include works by the following authors: Louisa May Alcott, Gwendolyn Brooks, Willa Cather, Sarah Orne Jewett, Catharine Maria Sedgwick, and Harriet Wilson. Students will find it helpful to have taken one course in one of the two disciplines. There will be frequent writing assignments as well as two long papers.

First semester. Professors Barale and Saxton.

30. In Their Own Words: Autobiographies of Women. How does the writing of autobiography help a woman affirm, construct, or reconstruct an authentic self? How does she resolve the conflict between telling the truth and distorting it in making her life into art? Is the making of art, indeed, her chief preoccupation; or is her goal to record her life in the context of her times, her religion, or her relationship to others? Reading autobiographies of women writers helps us raise, if not resolve, these questions. We shall also consider how women write about experiences particular to women as shown in their struggles to survive adversity; their sense of themselves as authorities or challengers of authority, as well as their sense of what simply gives them pain or joy. Readings from recent work in the psychology of woman will provide models for describing women's development, as writings of women in turn will show how these models emerge from real lives. The syllabus will include traditional autobiography, historical memoir, poetry, journals and personal narratives, psychological studies, criticism and theory: Maxine Hong Kingston's *The Woman Warrior*, Maya Angelou's *I Know Why the Caged Bird Sings*, poetry and prose by Elizabeth Bishop, Shirley Abbot's *Womenfolks*, Charlotte Brontë's *Jane Eyre*, Jamaica Kincaid's *Annie John*, Carol Gilligan's *In a Different Voice*, Lorene Cary's *Black Ice*, Dorothy Allison's *Bastard Out of Carolina*, Susanna Kaysen's *Girl, Interrupted*, and recent work by Janet Surrey. Writing requirements will include several short papers and an autobiographical essay.

Second semester. Omitted 2001-02. Professor Olver and Lecturer Snively.

31. Sexuality and Culture. An examination of the social and artistic construction of genders, bodies, and desires. In any given semester, the course may examine particular historical periods, ethnic groups, sexual orientation and theoretical approaches. The topic changes from year to year. In 2000 this course will compare ancient and modern narratives to consider how the institution of slavery shapes and exposes hierarchies of gender, sexuality, and race. Some central questions: How does the slave's body serve as a preferred site for representation of violence, sexuality, and maternity? How can slaves' own narratives counteract and exploit this tendency? How does the disruption of maternity and marriage by slave systems reveal and influence the workings of these institutions in free populations? From antiquity we shall read Homer's *Odyssey*, and *Homeric Hymn to*

Demeter, tragedies by Sophocles and Euripides, and selections from Genesis and Exodus.

From the modern era, the self-narratives of Frederick Douglass, Harriet Jacobs, and Mary Prince will be considered beside recent re-imaginings: Octavia Butler, *Kindred*; Toni Morrison, *Beloved*; and Rita Dove, *The Darker Face of Earth*. Other modern works include Emily Brontë, *Wuthering Heights*; Herman Melville, *Benito Cereno*; Willa Cather, *My Antonia*; Maxine Hong Kingston, *The Woman Warrior*; Martha Graham, "Night Journey"; and Volker Schlondorff, "The Handmaid's Tale."

Preference given to juniors and seniors who have taken one course in either English or Women's and Gender Studies. Limited to 30 students. First semester. Omitted 2001-02. Professor Griffiths.

39s. Women in Judaism. (Also Religion 39s.) See Religion 39s.
Second semester. Professor Niditch.

44. Women's Activism in Global Perspective. Globally as well as locally, women are claiming a new voice in civil society by spearheading both egalitarian movements for social change and reactionary movements which would restore them to putatively traditional roles. They are prominent in local level community-based struggles but also in women's movements, perhaps *the* most international movements in the world today. This course will explore the varied expressions of women's activism at the grass roots, national and transnational levels. How is it influenced by the intervention of the state and international agencies? How is it affected by globalization? Among the issues and movements which we will address are struggles to redefine women's rights as human rights, women's activism in religious nationalism, the international gay-lesbian movement, welfare rights activism, responses to state regulation, and campaigns around domestic violence. Our understanding of women's activism is informed by a richly comparative perspective and attention to cases from diverse regions of the world.

Second semester. Professors Basu, Bumiller and Hunt.

47. Asian Women: Myths of Deference, Arts of Resistance. (Also Asian 54f and Political Science 47.) See Political Science 47.
First semester. Omitted 2001-02. Professor Basu.

53. Representing Domestic Violence. (Also Political Science 53.) This course is concerned with literary, political and legal representations of domestic violence and the relations between them. We question how domestic violence challenges the normative cultural definitions of home as safe or love as enabling. This course will consider how these representations of domestic violence disrupt the boundaries between private and public, love and cruelty, victim and oppressor. In order to better understand the gaps and links between representation and experience, theory and praxis, students as part of the work for this course will hold internships (three hours per week) at a variety of area agencies and organizations that respond to situations of domestic violence.

Limited to 25 students. First semester. Omitted 2001-02. Professor Bumiller.

56. Women and Islamic Constructions of Gender. (Also Religion 56.) See Religion 56.
Second semester. Professor Elias.

63. Women's History, America: 1607-1865. (Also History 45.) See History 45.
First semester. Professor Saxton.

64. Women's History, America: 1865-1997. (Also History 46.) See History 46.
Second semester. Professor Saxton.

65s. States of Poverty. (Also Political Science 65s.) See Political Science 65s.
Second semester. Professor Bumiller.

66. Church, Family and Culture in Nineteenth-Century America. (Also History 48.) See History 48.
Second semester. Professor Saxton.

67. Women and Politics in Twentieth-Century America. (Also History 47.) See History 47.
First semester. Omitted 2001-02. Professor Saxton.

68. Globalization, Social Movements and Human Rights. (Also Political Science 68.) See Political Science 68.
Second semester. Professor Basu.

71. Women in International Politics. Over the last 20 years, women's public participation has significantly changed all over the world. The unfolding of these changes has been structured by and in turn has shaped the politics of the countries in which they have occurred. This course examines the ways that women's political participation has challenged assumptions about women and initiated institutional and social changes. The objective of this course will be to formulate an analytical framework for understanding women's political engagement. Some important questions addressed throughout the course are: How do we define feminism and of whom are we speaking when using the feminist label? How can a movement sustain itself with diversity? How do race, class, and sexual orientation intersect with gender? How do movements interact with political institutions to bring about change? We begin by looking at women's activism in the given geographical and historical context they appear; to the end, we will be reading interdisciplinary materials that will help us understand some of the differences and similarities in women's responses to political situations. Readings will cover a wide geographic range of cases, including Asia, Latin America, Africa and with a more extensive emphasis on Eastern Europe.
First semester. Ford Foundation Fellow Katalin Fabian.

75. Senior Seminar. This seminar is designed to integrate the interdisciplinary work of the major. Each student will present a seminar and write a major paper on a topic of current research in this field, chosen in consultation with faculty. The seminar presentation will also serve as the occasion for the student's comprehensive examination in Women's and Gender Studies.
First semester. Professor Hunt.

77, 78, D78. Senior Departmental Honors. Open to Senior majors in Women's and Gender Studies who have received departmental approval.
First and second semesters.

97, 98. Special Topics. Independent Reading Courses.
First and second semesters.

RELATED COURSES

Language Use of Women and Men. See Bruss Seminar 22.
Second semester. Omitted 2001-02.

Cross-Cultural Studies: Language and Gender. See Bruss Seminar 24.
Second semester. Professor Tawa.

Re-Imagining Law: Feminist Interpretations. See Political Science 39 (also Law, Jurisprudence and Social Thought 39).

Open to Juniors and Seniors. First semester. Omitted 2001-02. Professor Bumiller.

Sex Role Socialization. See Psychology 40f.

First semester. Professor Olver.

The Family. See Sociology 21.

First semester. Omitted 2001-02. Professor Dizard.

Crossing Literary Genres: Spanish American Women's Writings. See Spanish 46.

Second semester. Omitted 2001-02. Senior Lecturer Otaño-Benítez.

FIVE COLLEGE FACULTY COURSE OFFERINGS

Below are listed courses taught by faculty holding Five College joint appointments. These courses are only a few of those available through the Five College Student Interchange. (Through the Interchange students at any one of the five campuses may register for any course offered at the others, provided they follow policies in place at their own campuses, receive approval from their home campus advisor, meet any course prerequisites, and determine that space is available.)

SELF-INSTRUCTED LANGUAGES in the Self-Instructional Language Program, Five College Language Resource Center, University of Massachusetts (under the Five College Program). Elementary-level courses are currently offered in the following languages: Czech, Modern Greek, Hindi, Hungarian, Indonesian, Norwegian, Serbo-Croatian, Swahili, Thai, Turkish, and Urdu. For further information, including information on registration, consult the Self-Instructional Language Program Website at the Five College Website (http://www.fivecolleges.edu/)

Arabic

MOHAMMED MOSSA JIYAD, Five College Senior Lecturer in Arabic (at Mount Holyoke College under the Five College Program).

ASIAN 130. Elementary Arabic I. This course covers the Arabic alphabet and elementary vocabulary for everyday use, including courtesy expressions. Students will concentrate on speaking and listening skills as well as basic Arabic syntax and morphology, as well as basic reading and writing.

First semester. Mount Holyoke College.

ASIAN 232. Intermediate Arabic I. This course continues Asian Studies 130, study of modern standard Arabic. It covers oral/aural skills related to interactive and task-oriented social situations, including discourse on a number of topics and public announcements. Students read and write short passages and personal notes containing an expanded vocabulary on everyday objects and common verbs and adjectives.

First semester. Mount Holyoke College.

ARA 100D. Elementary Arabic I. See course description for Asian 130.

First semester. Smith College.

ASIAN 131. Elementary Arabic II. Continuation of Elementary Arabic I. Students will expand their command of basic communication skills, including asking questions or making statements involving learned material. Also they will expand their control over basic syntactic and morphological principles. Reading materials (messages, personal notes, and statements) will contain formulaic greetings courtesy expressions, queries about personal well-being, age, family, weather and time. Students will also learn to write frequently used memorized material such as names, forms, personal notes and addresses.

Second semester. Mount Holyoke College.

ASIAN 232. Intermediate Arabic II. Continuation of Asian Intermediate Arabic I.

Second semester. Mount Holyoke College.

ARA 100D. Elementary Arabic II. See course description for Asian 131.

Second semester. Smith College.

Dance

CONSTANCE VALIS HILL, Five College Visiting Associate Professor of Dance (at Hampshire College under the Five College Program).

HACU 129. Jazz Modernism. Embellishing upon Ralph Ellison's observation that much in American life is "jazz shaped," this course presents a multidisciplinary introduction to the study of jazz and its inflection of modern American expressive culture in the twentieth century. We will learn as much about jazz as an American vernacular musical form with a distinct African heritage, as how the music made its cross-disciplinary mark in the literary, visual, and performing arts. Learning how to listen to the music is crucial to recognizing how jazz became the motive and method of shaping a distinctly modernist aesthetic. This cultural history of jazz spans the period from the 1920s-1960s. We will examine the relationship between jazz music and dance, looking at how rhythm, improvisation, call-and-response patterning, and elements of swing altered the line, attack, speed, weight, and phrasing of American dance forms. And ultimately consider jazz as the master trope of the twentieth century, the definitive sound and shape of America. Instructors: Constance Valis Hill and Margo Edwards.

First semester. Hampshire College.

DANCE 377. Writing Dance. This class will develop and sharpen the skills needed for looking at and writing about dance. We will focus on the practical task of writing about performance art, using theoretical and critical writings as an aid in capturing and conveying how performance communicates and what it expresses. Hopefully, we will tool the skills needed to synthesize the reality of the dance with its poetic or cultural resonance. Students will be required to attend live performances and to observe dance, movement, performance art and classes across the five colleges.

First semester. Smith College.

Theater and Dance 24. Twentieth-Century American Dance: Sixties Vanguard to Nineties Hip-Hop. See Theater and Dance 24.

Second semester. Amherst College.

HACU 270. Fleeting Images: Choreography on Film: From Charlie Chaplin to Jackie Chan. This selected survey of choreography on film and video indulges in the purely kinesthetic experience of watching the dancing body on film. We will focus on works that have most successfully effected a true synthesis of the two mediums, negotiating between the spatial freedom of film and the time-space-energy fields of dance; the cinematic techniques of camera-cutting-collage and the vibrant continuity of the moving body.

We will view the works of such filmmakers and/choreographers as Maya Deren, Busby Berkeley, Doris Humphrey, Martha Graham, Vincente Minelli, Norman McLaren, George Sidney, Bob Fosse, Stanley Donen, Roland Petit, and Merce Cunningham, as well as music television videography, as we examine and elucidate the imaginative and ingenious ways film dance artists have captured the fleeting image of the moving body on film. This course is open to students interested in dance, theatre and cultural studies, choreography, filmmaking, photography, and videography.

Second semester. Hampshire College.

Film/Video Production

ELIZABETH MILLER, Five College Visiting Assistant Professor of Film/Video Production (at the University of Massachusetts under the Five College Program).

FLS280. Introduction to Video Production and the History of Video Art. Video I is an introductory video production course. This class will introduce you to the history and contemporary practice of video art/documentary video and will provide you with the technical and conceptual skills to complete creative video projects in small groups and individually. Over the course of the semester, students will gain experience in pre-production, production and post-production techniques. Projects are designed to develop basic technical proficiency in the video medium as well as practical skills for the completion of the creative project. 4 credits. T 1:00-5:00 p.m. W 7:30-9:30 p.m.

Requisite: 200 (which may be taken concurrently). Limited to 13 students. First semester. Smith College.

ART 297V. Non-Fiction Video. This course will provide you with the technical and conceptual skills to complete non-fiction video projects in small groups and individually. Over the course of the semester students will gain experience in pre-production, production and post-production techniques. Projects are designed to develop technical proficiency in the video medium as well as practical skills for the completion of a non-fiction project. A history of documentary film and video from 1960 to the present will be explored through weekly screenings and readings. Class will meet twice a week and class time will be divided into three specific activities; in-class workshops, discussions of weekly readings and screenings, and critiques and screening of work produced for this course. This course is open to both introductory and intermediate level video students with the consent of the instructor.

First semester. University of Massachusetts.

FLS280. Introduction to Video Production and the History of Video Art. Same description as above.

Second semester. Smith College.

HACU 140. Video I. This intensive course will introduce students to basic video production techniques for both location and studio work. Over the course of the semester students will gain experience in pre-production, production and post-production techniques as well as learn to think and look critically about the making of the moving image. Projects are designed to develop basic technical proficiency in the video medium as well as the necessary working skills and mental discipline so important to a successful working process. No one form or style will be stressed, though much in-field work will be assigned. Students will be introduced to both digital editing with Adobe Premiere and analog editing using 3/4" decks and an Editmaster system. There will be weekly screenings of films and vide tapes that represent a variety of stylistic approaches. Sudents will work on projects and exercises in rotation crews throughout the term. Final production projects will experiment with established media genres. In-class critiques and discussion will focus on media analysis and image/sound relationships. (Lab fee $50) M 2:30-5:20 p.m.

Limited to 16 students. First semester. Hampshire College. Professor to be named.

ANN STEUERNAGEL, Five College Visiting Assistant Professor of Film/Video Production (at Amherst College and Mount Holyoke College under the Five College Program).

English 82f. Production Workshop in the Moving Image. See English 82f. W 1:00-4:00 p.m./screening T 7:00-10:00 p.m.

First semester. Amherst College.

FS210. Production Workshop in the Moving Image. This course will focus on the production and critical study of the moving image using video equipment. Included are hands-on exercises with video camcorder and editing facilities, as well as screenings and critical readings. T 1:00-3:50 p.m./screening M 7:00-10:00 p.m.

Admission with consent of the instructor. (Contact Film Studies Department before registration.) First semester. Mount Holyoke College.

FS310. Production Seminar in the Moving Image. An intermediate course in the theory and practice of film/video production as an art form. Included are hands-on video production and post-production workshops, as well as screenings and critical readings. Topics for the seminar will vary from year to year. Seminar meets once weekly plus evening film screening. Tu 1:00-3:50 p.m./screening M 7:00-10:00 p.m.

Requisite: Film Studies 210 and/or consent of the instructor. (Contact Film Studies Department before registration.) Limited enrollment. Second semester. Mount Holyoke College.

Advanced Film Course—Communication. Contact Communication Department.

Second semester. University of Massachusetts.

Five College Foreign Language Resource Center at the University of Massachusetts

ELIZABETH H. D. MAZZOCCO, Five College Associate Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program).

See Self-Instructed Languages, Page 311.

Geosciences

JOHN M. RHODES, Professor of Geochemistry (at the University of Massachusetts under the Five College Program).

GEO 105. Earthquakes and Volcanoes. The earth is a dynamic planet constantly creating oceans and mountain ranges, accompanied by earthquakes and volcanic eruptions. This course explores the development of ideas that led to the scientific revolution of plate tectonics, the relationships between earthquakes, volcanoes and plate tectonics, and the hazards that they produce and their impact on humans. Emphasis is placed on current earthquake and volcanic events, as well as on momentous events from the past such as the San Franciscan earthquake of 1906, the great Alaskan earthquake, the 79A.D. eruption of Vesuvius that destroyed Pompeii, and the more recent eruptions of Mount St. Helens (USA), Pinitubo (Phillipines) and Kilauea (Hawaii). T Th 4:00-5:30 p.m.
First semester. University of Massachusetts.

GEO 512. X-Ray Fluorescence Analysis. Theoretical and practical application of X-ray fluorescence analysis in determining major and trace element abundances in geological materials.
Second semester. University of Massachusetts.

GEO 591V. Volcanology. Systematic discussion of volcanic phenomena, types of eruptions, generation and emplacement of magma, products of volcanism, volcanic impact on humans, and the monitoring and forecasting of volcanic events. Case studies of individual volcanoes illustrate principles of volcanology; particular attention to Hawaiian, ocean-floor, and Cascade volcanism.
Second semester. University of Massachusetts.

International Relations

MICHAEL T. KLARE, Professor of Peace and World Security Studies (at Hampshire College under the Five College Program).

POLSCI 351. International Security Policy. An examination of contemporary U.S.-Chinese and U.S.-Russian relations with particular reference to international security issues. The course will consider these issues in the wider context of international relations in the era of globalization. Will focus on such general issues as nuclear proliferation, arms transfers, ballistic missile defense, environmental security, trade policy, and human rights, along with particular problems like NATO expansion and the status of Taiwan. In each topic area, the course will examine the nature of the problem as well as the range of policy options facing U.S. leaders. Students will be required to organize and participate in a debate on a particular policy issue and to write a term paper on a particular aspect of U.S.-Chinese or U.S.-Russian relations.
First semester. University of Massachusetts

Political Science 64. Global Resource Politics. See Political Science 64.
Second semester. Amherst College.

JON WESTERN, Five College Assistant Professor of International Relations (at Mount Holyoke College under the Five College Program).

IR 385/Politics 385. International Security. This course focuses on the recasting of global security concerns after the end of the cold war. It pays special attention to the problems of economic and ecological security; the relationship between security and democracy; ethnic, nationalist, and regional conflicts;

weapons proliferation; and the role of nuclear weapons in the post-Cold War world. The course concludes with an examination of specific initiatives for achieving both common and comprehensive security.

First semester. Mount Holyoke College.

SS 267. International Relations Theory and Practice. How long can the United States sustain its global dominance? What is the future of great power competition? What causes regional and civil violence? Does the emergence of globalization and global information technologies signal a decline in the strength and influence of the state? Will the international community develop collective efforts to resolve and mitigate transnational ecological threats? This course examines these questions and others by examining the core causes of conflict and cooperation in contemporary world politics. The course will begin with an extensive evaluation of a range of theoretical approaches to understanding the nature of the state system and state behavior, the instruments of national power, the role of international regimes and institutions, and the emerging role of non-state actors in global politics. We will then evaluate these concepts, assumptions and theories by asking how well these approaches help us understand contemporary international policy issues such as regional and civil violence, proliferation of weapons of mass destruction, global arms sales, globalization, international trade and finance, human rights, and environmental degradation and resource scarcity. The readings and class discussions will emphasize the interdependent relationship between history, theory, social science analysis, and contemporary global policy issues.

First semester. Hampshire College.

Political Science 62. United States Foreign Policy: Democracy and Human Rights. See Political Science 62.

Second semester. Amherst College.

IR 319. United States Foreign Policy: Democracy and Human Rights. Is the United States committed to promoting democracy and human rights abroad or just advancing its own strategic and domestic corporate interests? What influence does the United States have on the development of democracy around the world and the emergence of—and compliance with—international human rights conventions, protocols and laws? This seminar begins with an historical overview of American democracy and human rights rhetoric and policies and seeks to uncover the range of political, economic, cultural and geostrategic motivations underlying U.S. behavior. We will then examine American foreign policy responses to contemporary human rights and democracy issues as they relate to women, regional and civil violence, state-sponsored violence and repression, development, globalization, and environmental degradation and resource scarcity. Throughout the semester we will examine how these policies have influenced events in Latin America, East Asia, Eastern Europe, and sub-Saharan and southern Africa. Previous course work relating to international relations, American politics or foreign policy, or political theory required. This course fulfills requirement for advanced seminar in Political Science.

Admission with consent of the instructor. Second semester. Mount Holyoke College.

Italian

ELIZABETH H. D. MAZZOCCO, Five College Associate Professor of Italian and Director of the Five College Foreign Language Resource Center (at the University of Massachusetts under the Five College Program).

Italian 514. Fifteenth-Century Italian Chivalric Epic: Boiardo and Pulci. The course will focus on the early Italian epic and the world of Quattrocento Italian chivalric myth. Works studied will include Luigi Pulci's *Morgante* and Matteo Maria Boiardo's *Orlando Innamorato* as well as other minor, literary works. Topics for discussion will include the female warrior, magic, incantations and sorcery, the birth of an Italian self, historical vs. literary chivalric practices, the ideal knight, the destruction/creation of chivalric myth, the blurred boundaries between chivalric game and war, dragons and winged horses, imatatio, the education of a knight, as well as a variety of other topics to be chosen as a class. Students will write several papers and deliver oral presentations. All work (oral and written) will be in Italian.

Second semester. Renaissance Center at the University of Massachusetts.

Music

YUSEF A. LATEEF, Five College Distinguished Visiting Professor of Music (at the University of Massachusetts).

AAS 222. Introduction to African American Music. Lecture, discussion: Listening to music of African American musicians. Spirituals, gospel and autophysiopsychic music.

First semester. Smith College.

HACU 239. Jazz Performance Seminar. This course is a performance seminar in Jazz improvisation in a small group setting. This course will deal with tonal, atonal, and free form methods of improvisation. Subjects to be discussed will include the 7th scale and its components, modal improvisation, nuances, the soul as it relates to musical expression, form emotion (thinking and feeling), and the individual's unique sense of rhythm. Students will be expected to complete weekly assignments.

Requisite: Tonal Theory I and Tonal Theory II or equivalent Five College music courses. First semester. Hampshire College.

Music 595A. Seminar: Composition Western and Non-Western Music. Lecture, composition and performance class: clustonic theory and endophyte composition and an intervalic approach to autophysiopsychic music performance.

Second semester. University of Massachusetts.

HACU 239. Music Performance Seminar. A performance seminar in autophsyiopsychic music in a small group setting. This course will deal with tonal, atonal, and various forms of musical expression. Subjects to be discussed will include the 7th scale and its components, model performance, nuances and the soul as it relates to musical expression. 8:00-10:15 a.m. M

Second semester. Hampshire College.

Music 38. Introduction to African American Music. See Music 38.

Second semester. Amherst College.

FIVE COLLEGE AFRICAN STUDIES CERTIFICATE PROGRAM

The Five College African Studies Certificate Program is administered by the Five College African Studies Council through its Faculty Liaison Committee, which consists of the certificate program advisors from each of the five colleges. The certificate program offers an opportunity for students to pursue an interest in African Studies as a complement to their majors.

Requirements: The Five College African Studies Certificate Program requires a minimum of six courses on Africa. An African course is defined as one the content of which is at least 50% devoted to Africa per se. The program is designed to be broadly interdisciplinary in character. A coherent plan of study should be developed between the student and his or her certificate program advisor. Students are encouraged to complete their studies of Africa with an independent study course that gives this course work in African Studies a deliberate, integrative intellectual focus.

Minimum requirements of the Five College Certificate in African Studies are:

1. A minimum of one course providing an historical perspective;
2. A minimum of one course on Africa in the social sciences (anthropology, economics, geography, political science, sociology);
3. A minimum of one course on Africa in the fine arts and humanities (art, folklore, history, literature, music, philosophy, religion);
4. A minimum of three more courses on Africa, each in a different department, chosen from history, the social sciences, or the fine arts and humanities;
5. Proficiency in a language other than English through the level of second year in college, to be fulfilled either in a language indigenous to Africa or an official language in Africa (French, Portuguese or Arabic).

No more than three courses in any one department may be counted toward the minimum requirements of this certificate. With the approval of the student's certificate program advisor, not more than three relevant courses taken at schools other than the five colleges may be counted toward the minimum certificate requirements. Students must receive a grade of *B* or better in every course that qualifies for the minimum certificate requirements. No course that counts for the minimum requirements may be taken on a pass/fail basis. Students are also encouraged to take advantage of opportunities currently available on each campus through study abroad programs to spend a semester or more in Africa.

Students who complete the certificate program requirement will be given a certificate from the Five College African Studies Council, and the following entry shall be made on the student's permanent college record: "Completed requirements for the Five College African Studies Certificate."

Further information about the Five College African Studies Certificate Program is available from the certificate program advisor at Amherst College, who will have a list of courses at all five colleges which will satisfy certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at the Five College Center.) During 2001-02 the Amherst certificate program advisor is Professor Rowland Abiodun of the Departments of Fine Arts and Black Studies.

FIVE COLLEGE CERTIFICATE IN CULTURE, HEALTH, AND SCIENCE

The Five College Certificate in Culture, Health, and Science complements a traditional disciplinary major by allowing students to deepen their knowledge of human health, disease, and healing through an interdisciplinary focus. Under the guidance of faculty program advisors on each campus, students choose a sequence of courses available within the five colleges and identify an independent research project that will count toward the certificate. The certificate represents areas of study critical to understanding health and disease from a biocultural perspective.

To receive the certificate students take seven courses (earning a B or better in each course) distributed across the following categories:

1. Overviews of Biocultural Approaches;
2. Mechanisms of Disease Transmission;
3. Population, Health, and Disease;
4. Healers and Treatment;
5. Ethics and Philosophy;
6. Research Design and Analysis.

A comprehensive list of certificate requirements is available online at http://www-unix.oit.umass.edu/~culhs/chs.html. For 2001-02, the Amherst faculty advisors will be Professors Paul Ewald and Marybeth MacPhee.

FIVE COLLEGE INTERNATIONAL RELATIONS CERTIFICATE PROGRAM

The Five College International Relations Certificate is issued by Mount Holyoke College on behalf of the Five Colleges. The purpose of the International Relations Certificate Program is to encourage students interested in international relations but majoring in other fields to develop a coherent approach to the study of this subject. The Program recommends a disciplined course of study designed to enhance students' understanding of complex international processes—political, military, economic, social, cultural, and environmental—that are increasingly important to all nations. Receipt of the certificate indicates that the student has completed such a course of study as a complement to his or her major.

An Amherst student qualifies for the certificate by satisfactorily completing the following seven requirements:

1. A course in introductory world politics;
2. A course concerning global institutions or problems;
3. A course on the international financial and/or commercial system;
4. A modern (post-1789) history course relevant to the development of the international system;
5. A course on contemporary American foreign policy;
6. Two years of college-level foreign language study; (Please note that Amherst College's foreign language requirement differs from that noted in the Five College International Relations brochure.)
7. Two courses on the politics, economy and/or society of foreign areas, of which one must involve the study of a Third World country or region.

No more than four of these courses in any one discipline can be counted toward the certificate. No single course can satisfy more than one requirement. A grade of *B* or better must be achieved in a course in order for it to count toward the certificate. Amherst students should request grades for Hampshire College courses offered in fulfillment of requirements for the certificate.

The Certificate Program is administered by the Five College International Relations Committee whose members also serve as faculty advisors concerning the program on the five campuses. Amherst students' selection of courses to satisfy the requirements for the certificate is monitored and approved by Amherst's faculty advisor. Further information about the Five College International Relations Certificate Program can be obtained from the faculty advisors at Amherst who will have Certificate Program application forms. (Such forms are also available at the Five College Center.) During the first semester 2001-02, the Amherst faculty advisors will be Professors Ronald Tiersky, William Taubman, and Javier Corrales.

FIVE COLLEGE LATIN AMERICAN AND CARIBBEAN STUDIES CERTIFICATE PROGRAM

The Five College Latin American and Caribbean Studies Certificate is issued by the Five College Council on Latin American Studies. The Certificate program provides a framework for students interested in Latin America and the Caribbean to develop a coherent, interdisciplinary approach to the study of this subject.

Requirements: The Certificate Program requires eight courses on Latin America and the Caribbean that include the following:

1. An introductory course in the social and political history of Latin America and/or the Caribbean
2. One course on Latin America or the Caribbean in the humanities (including art, dance, film, folklore, literature, music, religion, and theater)
3. One course on Latin America or the Caribbean in the social sciences (including anthropology, economics, geography, political science, history, and sociology)
4. An interdisciplinary seminar (normally in the senior year) that brings together the various themes and techniques of analysis learned in the above courses.

Students must earn a grade of B or better in each course. In addition, students must meet a language requirement, demonstrating proficiency in Spanish or Portuguese at the level of a fourth-semester language course. This requirement can be met through coursework or through an examination. However, language instruction will not count toward the eight courses required for the certificate.

The program is designed to be broadly interdisciplinary in character. Students are expected to begin with an introductory course that covers a range of countries and themes, and proceed to more advanced and focused areas of study. A student's specialization in Latin America and the Caribbean may include a semester or year of study abroad or a summer doing field research for a senior honors thesis in the student's major. Some, though not all, of this coursework may count toward the eight courses required for the Certificate, according to guidelines set by the Five College Council.

Faculty advisors will help students design their programs of study and provide a list of courses at the Five Colleges that satisfy the certificate requirements, as well as certificate program application forms. (Such lists and forms are also available at Five Colleges Inc.) During 2001-02 the Amherst faculty advisor will be Professor Javier Corrales.

VI

PROFESSORSHIPS AND READERSHIPS

LECTURESHIPS

HONORS

FELLOWSHIPS

FELLOWS

PRIZES AND AWARDS

ENROLLMENT

Professorships and Readerships

Winifred L. Arms Professorship in the Arts and Humanities. Established in 1982 by Winifred Arms in memory of her husband, Robert A. Arms '27, the Arms Professorship is held by a distinguished member of the faculty concerned with one of the fields of artistic or literary expression.

Beitzel Professorship in Technology and Society. Established in 1999 by George B. Beitzel '50, this professorship recognizes distinction in the arts and sciences, particularly in the use of technology to enhance undergraduate learning. The Beitzel Professor at Amherst College will have a vision of interfacing man and machine in a way that fused computer, networking, fiberoptic, or future electronic technologies with the values of the academy, the ideals of a liberal education and the goals of an enlightened society.

Parmly Billings Professorship in Hygiene and Physical Education. Established in 1890 by Frederick Billings of Woodstock, Vermont, this professorship honors the memory of his son, Parmly Billings 1884.

Elizabeth W. Bruss Readership. Established in 1982, in memory of Elizabeth Bruss, The Bruss Reader is a member of the faculty appointed by the President and the Dean of the Faculty to a three-year term that rotates among the various academic disciplines at Amherst integrating material about women into the curriculum. The Bruss Reader will also serve as a resource person for colleagues, bringing new information regarding women to their attention.

Class of 1880 Professorship in Greek. Given to the College by all living members of the Class at its 50th reunion in 1930.

Class of 1959 Professorship. Established by the Class of 1959 on the occasion of its 40th reunion to honor a distinguished faculty member, in one of the traditional disciplines, with a deep commitment to students and to their habits of mind.

Henry Steele Commager Professorship. Established in 1991 by Wyatt R. Haskell '61, Jonathan P. Rosen '66, and others in recognition of Professor Commager's 35 years of distinguished scholarship and dedication to the teaching of undergraduates at Amherst College.

George H. Corey Professorship in Chemistry. Established in 1952 by bequest of George H. Corey 1888.

G. Armour Craig Professorship in Language and Literature. Established in 1994 by an anonymous donor, this professorship honors G. Armour Craig, Professor of English 1940-1985 and Acting President 1983-1984.

William Nelson Cromwell Professorship in Jurisprudence and Political Science. Established in 1948 by bequest of William Nelson Cromwell, founder of the New York City law firm Sullivan & Cromwell.

George Lyman Crosby Professorship in Philosophy. Established in 1950 by Stanley Warfield Crosby, brother of George Lyman Crosby 1896.

Stanley Warfield Crosby, Jr., Professorship in Religion. Established in 1950 by Stanley Warfield Crosby '13 in memory of his son, Stanley Warfield Crosby, Jr., who was killed in the Korean War.

Amanda and Lisa Cross Professorship. Established in 1980 by Theodore L. Cross '46, Trustee 1973-85, emeritus since 1985, in honor of his daughters, Amanda and Lisa Cross.

Sidney Dillon Professorship in Astronomy. Established in 1894 by the family of Sidney Dillon, Chairman of Union Pacific Railroad.

Joseph B. Eastman Professorship in Political Science. Established in 1944 by friends of Joseph B. Eastman '04, Trustee 1940-44.

Edwin F. and Jessie Burnell Fobes Professorship in Greek. Established by Professor Francis H. Fobes, who taught Classics 1920-48, emeritus 1948-57.

Eliza J. Clark Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger), in memory of Mr. Folger's mother.

Emily C. Jordan Folger Professorship. Established in 1930 by Emily Jordan Folger (Mrs. Henry Clay Folger).

Henry Clay Folger 1879 Professorship. Established in 1930 by Emily Clay Folger (Mrs. Henry Clay Folger).

Clarence Francis Professorship in the Social Sciences. Established in 1969 in honor of Clarence Francis '10, former Chairman of General Foods and Amherst Trustee 1944-50.

Julian H. Gibbs Professorship in Natural and Mathematical Sciences. Established by the Trustees in 1983 to honor Julian H. Gibbs '46, Professor of Chemistry and 15th President of the College.

Samuel Green Professorship. Established in 1867 by John Tappan, Trustee 1834-1854, and founding pastor of Union Church in Boston, in honor of Samuel Green, also pastor of Union Church.

Edward S. Harkness Professorship. Established in 1930 by Edward S. Harkness, New York philanthropist.

William H. Hastie Professorship. Established in 1986 by the Trustees to honor Judge William H. Hastie '25, the first black federal judge and Chief Justice of the U.S. Court of Appeals for the Third Circuit. Judge Hastie was Trustee 1962-75, emeritus 1975-76.

Hitchcock Professorship in Mineralogy and Geology. Established in 1847 by Boston merchant Samuel A. Hitchcock of Brimfield and Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Charles Hamilton Houston Professorship. Established in 1987 by Gorham L. Cross '52 to honor the achievements of Charles Hamilton Houston '15, principal architect of the legal strategy leading to the 1954 Supreme Court decision prohibiting race discrimination in U.S. public schools.

William R. Kenan, Jr., Professorship. Established in 1969 by the William R. Kenan, Jr., Charitable Trust.

Stanley King Professorship in Dramatic Arts. Established in 1952 by the Trustees in recognition of the generosity and service of Stanley King '03, President 1932-46, emeritus 1946-51.

Lewis-Sebring Professorship in Latin American and Latino Culture. Established in 2001 by the Lewis-Sebring Family Foundation on behalf of Charles A. Lewis '64 and Penny Bender Sebring, this professorship promotes the study of the culture, language, politics, history or art of Latin American or Latino America. The professorship honors a member of the faculty whose teaching and scholarship focus on Latin American or the contributions of Latino America to the intellectual and cultural life of the United States.

Rufus Tyler Lincoln Professorship in Biology. Established in 1916 by Caroline Tyler Lincoln (widow of Rufus P. Lincoln 1862) in memory of her son, Rufus Tyler Lincoln.

Jonathan R. Longley Professorship. Established in 2001, the Jonathan R. Longley '74 Professorship recognizes a senior member of the faculty who demonstrates distinction in undergraduate teaching and a commitment to the liberal arts tradition at Amherst College.

Manwell Family Professorship in Life Sciences. Established in 2000 by Edward J. Manwell '25, this professorship is held by a faculty member who has shown dedication to the life of the College and distinction in teaching and research.

Massachusetts Professorship in Chemistry and Natural History. Established in 1847 by the Trustees in recognition of a grant from the Commonwealth of Massachusetts.

John J. McCloy Professorship. Established in 1983 by the Trustees to honor John J. McCloy '16, Trustee 1947-69, Chairman 1956-69, and Honorary Chairman 1969-1989, to support visiting scholars who teach courses in American institutions and international relations.

William R. Mead Professorship in Fine Arts. Established in 1936 by bequest of Mr. and Mrs. William R. Mead 1867. William R. Mead was a founder of McKim, Mead and White, architects.

Andrew W. Mellon Professorship. Established in 1974 by a grant from the Andrew W. Mellon Foundation.

Charles E. Merrill Professorship in Economics. Established in 1950 by Charles E. Merrill '08.

Zephaniah Swift Moore Professorship. Named for the first president of the College and held by a distinguished classicist on the Amherst College faculty.

Dwight W. Morrow Professorship. Established in 1941 by bequest of Dwight W. Morrow 1895, Trustee 1916-1931, to endow a professorship in political science or American history.

Anson D. Morse Professorship in History. Established in 1924 by Dwight W. Morrow 1895, Trustee 1916-31, in honor of Professor Anson Morse, who taught at Amherst from 1878 to 1907.

John C. Newton Professorship in Greek and Sculpture. Established in 1891 by bequest of John C. Newton, a Worcester mason and building contractor.

Edward N. Ney Professorship in American Institutions. Established in 1986 by Edward N. Ney '46, Trustee 1979-89, emeritus since 1989.

George Daniel Olds Professorship in Economics and Social Institutions. Established in 1914 by Frank L. Babbott, Jr. '13 to honor Dean George D. Olds, who later served as President 1924-27, emeritus 1927-31.

Olin Professorship in Asian Studies. Established in 1998 by the Spencer T. and Ann W. Olin Foundation to support a faculty member who advances students' understanding and appreciation of Asian art, economics, history, languages, politics, society or cultures.

James E. Ostendarp Professorship. Established in 1989 by former students, friends, and colleagues to honor (football) Coach Ostendarp on the occasion of his retirement from the College, to show their appreciation for his keen interest in all aspects of the Amherst experience and his commitment to the development of the Amherst student within the ideals of a liberal arts education.

Domenic J. Paino Professorship in Global Environmental Studies. Established in 1997 by Birgitta and Domenic J. Paino '55, this professorship reflects the donors' interest in issues affecting the entire world and their commitment to the study of the interconnectedness of nations.

Ward H. Patton Professorship in Economics. Established in 1989 by Ward H. Patton, Jr. '42, in memory of his father, who was instrumental in building the Green Giant Company.

Thomas F. Pick Readership in Environmental Studies. Established in 1999, this readership will support individuals who are dedicated to teach, study or research in an area of environmental studies. The Pick Reader is a member of the faculty appointed by the President and the Dean of the Faculty to coordinate studies and to organize events relating to environmental studies across existing disciplines and departments. The Pick Reader will serve as a campus resource person in environmental studies.

Peter R. Pouncey Professorship. Established in 1995 by an anonymous donor in honor of Peter R. Pouncey, President 1984-1994 and Professor of Classics 1984-1999.

E. Dwight Salmon Professorship in History. Established in 1989 by Thomas H. Wyman '51, Trustee 1976-92, Chairman 1986-92, and emeritus 1992-present, to honor Professor Emeritus E. Dwight Salmon, who taught history at Amherst from 1926 to 1963.

Willem Schupf Professorship in Asian Languages and Civilizations. Established in 1994 by H. Axel Schupf '57, Trustee 1993-present, in memory of his father, to confirm the College's commitment to studying the East.

Winthrop H. Smith Professorship. Established in 1956 by Winthrop H. Smith '16, Trustee 1952-61, to fund a professorship in American history and American studies.

Bertrand Snell Professorship in American Government. Established in 1951 by bequest of Bertrand H. Snell 1894.

Stone Professorship in Natural Sciences. Established in 1880 by Valeria Goodenow Stone in honor of Julius H. Seelye, President 1876-90.

Thalheimer Professorship. Established in 1998 by the family of Louis B. Thalheimer '66, who served as a Trustee of the College from 1992-1998, and his daughter, Deborah E. Thalheimer '94, this professorship recognizes distinction in teaching and is intended to honor a scholar-teacher who has a strong interest in and commitment to undergraduates.

Willard Long Thorp Professorship in Economics. Established in 1989 by alumni and friends to honor Willard Long Thorp '20, Professor of Economics 1926-33 and 1952-63, Trustee 1942-55, and Acting President 1957.

Joseph E. and Grace W. Valentine Professorship in Music. Established in 1982 by bequest of Joseph E. and Grace W. Valentine.

Richard S. Volpert Professorship in Economics. Established in 2000 by Barry S. Volpert '81 and Teri C. Volpert in honor of Richard S. Volpert '56, this professorship supports a faculty member in the Department of Economics who has shown distinction in teaching and research concerning free market economics and dedication to the life of the College.

William J. Walker Professorship in Mathematics and Astronomy. Established in 1861 by Boston physician William J. Walker.

Thomas B. Walton, Jr., Memorial Professorship. Established in 1984 by Thomas B. Walton in memory of his son, Thomas B. Walton, Jr. '45.

G. Henry Whitcomb Memorial Professorship. Established in 1921 in memory of G. Henry Whitcomb 1864, Trustee 1884-1916, by his three sons, all Amherst alumni.

L. Stanton Williams Professorship. Established in 1990 by L. Stanton Williams '41 to support teaching and scholarship that encourages students to use the skills and knowledge acquired at Amherst for the benefit of their communities and the wider society.

Samuel Williston Professorship in English. Established in 1845 by Samuel Williston, Easthampton button manufacturer and Trustee 1841-74.

Samuel Williston Professorship in Greek and Hebrew. Established in 1869. Formerly known as Graves Professorship of Greek Language and Literature.

Winkley Professorship in History and Political Economy. Established in 1885 by Henry Winkley, New York and Philadelphia retailer.

Lectureships

Henry Ward Beecher Lectureship. Established by Frank L. Babbott 1878 in honor of Henry Ward Beecher 1834. The incumbent is appointed biennially by the faculty for supplementary lectures in the departments of history and the political, social, and economic sciences.

Copeland Colloquium Fund. Established in 1971 by Morris A. Copeland '17. The Colloquium supports visiting fellows who remain in residence at Amherst and pursue their own diverse interests while engaging themselves in various ways with faculty and students.

Croxton Lectureship. Established in 1988 by William M. Croxton '36 in memory of his parents, Ruth L. and Hugh W. Croxton. Income from this endowed fund is used to bring to campus well-known guest speakers who focus on topical issues.

Samuel B. Cummings Lectureship. Established in 1997 by bequest of Samuel B. Cummings, this fund is to be used for an annual or biannual lecture in one of the academic fields of anthropology, archaeology, psychology, and/or sociology.

Joseph Epstein Lecture Fund in Philosophy. Established in 1987 by members of the Department of Philosophy to sponsor philosophical talks and discussions at Amherst. The fund honors Professor Joseph Epstein, who for 35 years taught Amherst students philosophy, especially logic, philosophy of science, and American pragmatism.

Clyde Fitch Fund. Established by Captain and Mrs. W. G. Fitch of New York in memory of their son, Clyde Fitch 1886. This fund is used for the furtherance of the study of English literature and dramatic art and literature.

Forry Fund in Philosophy and Science. Established in 1983 by Carol M. and John I. Forry '66 to promote the study of philosophical issues arising out of new developments in the sciences, including mathematics, and issues in the philosophy and history of science.

John Whitney Hall Lecture Fund. Established in 1994 by Betty Bolce Hall to honor her husband. Income is to be used to initiate and maintain the John Whitney Hall '39 Lecture Series on Japan. Professor Hall became an authority on premodern Japanese history, training graduate students who entered academic, business and governmental fields relating to Japan. For more than 30 years he worked to develop Japanese studies in American colleges and universities.

Charles H. Houston Forum. Established in 1980 by Gorham L. Cross, Jr. '52 to honor Charles H. Houston '15. The income from this forum brings lecturers on law and social justice to Amherst.

Victor S. Johnson Lectureship Fund. Established in memory of Victor S. Johnson (1882-1943) by his sons for the purpose of "bringing to the campus each year a stimulating individual worthy of the lecturer's purpose of serving the best tradition of the liberal arts and individual freedom."

Krupman Fund. Established in 1993 by Anne and William A. Krupman '58 on the occasion of his 35th reunion and in recognition of the role that Amherst College has played in their lives. A principal purpose of the Krupman Fund is to establish the Krupman Lecture Series, which will underwrite the regular appearance of visiting scholars for participation in a series of lectures on topics of relevance to the Department of Law, Jurisprudence and Social Thought.

Corliss Lamont Lectureship for a Peaceful World. Established in 1982 by Corliss Lamont '57, this fund supports lecturers who may provide insight into the analytical or operational problems of lessening friction among nations.

Max and Etta Lazerowitz Lectureship. Established in 1985 by the late Professor Morris Lazerowitz of Smith College to honor his parents, this fund provides for the annual appointment of the Lazerowitz Lecturer, who is a member of the Amherst College faculty below the rank of full professor.

Georges Lurcy Lecture Series. Established in 1982 by the Georges Lurcy Charitable and Educational Trust, this lectureship was given to the College to bring distinguished lecturers to Amherst to speak on topics relating to countries other than the United States.

Everett H. Pryde Fund. Established in 1986 by Phyllis W. Pryde in honor of her late husband Everett H. Pryde '39 to bring to the College distinguished visiting scientists to lecture on selected topics in the field of chemical research and to fund the Everett H. Pryde Research Award, given annually to an Amherst senior.

George William and Kate Ellis Reynolds Fund. Established in 1929 by Rev. George W. Reynolds 1877 and his wife to fund lectureships on topics of Christianity, science, and American democracy.

John Woodruff Simpson Lectureship. Established in memory of John Woodruff Simpson 1871 by his wife and daughter, to fund fellowships and "to secure from time to time, from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College."

Tagliabue Fund. Established in 1991 by Paul and Chandler Tagliabue to honor their son Andrew, who graduated in 1991. The fund supports the Asian Languages and Civilizations Department at Amherst College and funds lectures by social scientists on Asian issues.

Willis D. Wood Fund. Established in memory of Willis D. Wood 1894 to fund visiting scholars and lecturers to "talk with students and faculty about different aspects of the spiritual life."

Honors

THE PHI BETA KAPPA SOCIETY

Massachusetts Beta Chapter. The students elected to membership in this honor society are those of highest standing. A preliminary election of outstanding students occurs at the end of the first semester of junior year, and further elections occur during the first semester and at Commencement time of senior year.

President: Professor Natasha Staller
Secretary-Treasurer: Gerald M. Mager
Auditor: Professor Rose R. Olver

INITIATES 2001

Class of 2002

Peter Joshua Juran
Christopher J. Maloof
Nora Liddell Sullivan

Class of 2001

Seth Lindsey Atkinson
David Charles Azoulay
Sarah Ann Beigbeder
Anna Margaret Bender
Matthew Bradford Bevers
Katharine Rebecca Bilodeau
Joshua Abraham Block
Daniel Harris Cooper
Joy Elizabeth Cranshaw
Kelly Anne Fiore
Owen David Freeman-Daniels
Adam Isaac Gehrie
Dana Sydel Ginsburg
Eleanor Amy Goodman
Margaret Comings Greene
William Edward Gryc
James Robert Hart III
Gaurav Jalan
Toni Wall Jaudon
Tiffany Anne Johnston
Alissa Rachel Kahn
Stacy Melissa Kitsis
Aimee Helen Koch
Anushka Krishnachander
Christopher James Kuipers
Adam Laurence Lessler
Shireen Nadia Majeed
Lauren Sarah Margulies
Meghan Ilona Nadosy
Sarah Hamilton Nooter
Sybil Louise Paukert
John Hilliard Pettey IV
Andrew Cameron Pirie
Ryan Michael Platt
Katharina Plück
Steven Eugene Potter
Sasha Lee Amarica Quinton
Stacey Marie Rossley
Stephen Merrill Ruckman
Benjamin Jacob Samelson-Jones
Kerry Abbot Schaefer
Jason K. Stearns
Cathleen Scott Sullivan
Vanessa Camacho Torres
Beth Lillian Weinstein
Eric Kenneth Wubbels
Joyce Wei Yuan

THE SOCIETY OF SIGMA XI

Sigma Xi, the National Honorary Scientific Research Society, was founded in 1886, and the Amherst Chapter was installed March 23, 1950. As one of its purposes, the Society gives recognition of those students, members of the Faculty, research associates, and alumni who have demonstrated ability to carry on constructive scientific research or who show definite promise of research ability. Other functions are the maintenance of companionship among investigators in the various fields of science, the holding of meetings for the discussion of scientific subjects, and the fostering of an interest in scientific research in the College.

Undergraduates who show definite promise of research ability are typically recommended to associate membership by the departments concerned.

President: Professor David E. Hansen
Secretary-Treasurer: Professor Catherine C. McGeoch

Associate Membership, Class of 2001

Seth L. Atkinson
Christopher J. Bednarzyk
Sarah A. Beigbeder
Anna M. Bender
Matthew B. Bevers
Dan O. Breecker
Yolanda M. Cespedes
Tajhal Dayaram
Meghan B. Foley
Brian M. Gilliss
Jonathan S. Hausmann
Elizabeth Y. Koehler
Jordan A. Krall
Brian J. Larivee
Allen A. Lee
Edwin M. Macharia
Marin K. Mannix
Katherine G. McMullins
Andrew A. Oberst
Fiona M. Patricio
Read D. Porter
Naomi S. Reece
David A. Reichstein
Samuel E. Rice-Townsend
Erika A. Robbins
Shira A. Rubin
David M. Sada
Benjamin J. Samelson-Jones
John J. Santos
Williams C. Simonson
Andrei G. Sinitsin
Malcolm Chase Smith
Stephen Soukasene
Rebecca V. Stewart
Matthew E. Taylor
Lindsay I. Thomas
William A. Thistlethwaite
Janet C. Tsang
Keith A. Ulmer
A. Alexander Webb
Gillian M. Woldorf
David J. Wynne
Annabelle J. Yang
Maxine Zylberberg

Fellowships

COLLEGE FELLOWSHIPS

FROM the income of the College's fellowship funds, approximately 150 awards are made annually to graduates of Amherst College for study in graduate or professional schools. Applications should be made by February 10 on forms available in December from the Fellowships Office. This same deadline applies to seniors and to graduates. You need not have been accepted at graduate school to apply, but the awards are made contingent upon final enrollment. The awards are determined by the Faculty Committee on Student Fellowships. An exception to this is the Amherst-Doshisha Fellowship for which the deadline is November 15 and for which there is a special Selection Committee.

The Amherst-Doshisha Fellowship. Amherst-Doshisha Fellowship at Amherst House, Doshisha University, Kyoto, Japan, is open to graduating seniors and recent alumni of the College for a term of one, or in some cases, two years. The recipient will have the opportunity to work with Professor Hideo Higuchi, representative of the College at Doshisha, and to teach English to Japanese students. No knowledge of the Japanese language is required.

The fellowship offers a stipend and an allowance for travel and incidental expenses, shared equally between Amherst and Doshisha. The fellowship year is normally from September to August. It carries with it formal teaching responsibilities in the English language at Doshisha University, at the first-year and second-year level. The academic year at Doshisha allows fellows to travel in Asia during February and March.

Applicants should complete applications no later than November 15. This fellowship is awarded by the Board of Trustees upon the recommendation of the Amherst-Doshisha Fellowship Committee.

The Amherst Memorial Fellowships. These fellowships, in memory of Amherst graduates who gave their lives for an ideal, are given primarily for the study of social, economic, and political institutions, and for preparation for teaching and the ministry. The fund was established because of the "need for better understanding and more complete adjustment" between humans and their "existing social, economic, and political institutions for the study of the principles underlying these human relationships."

The object of the fellowships is to permit students of character, scholarly promise, and intellectual curiosity to investigate some problem in the humanistic sciences. During previous training candidates should have given evidence of marked mental ability in some branch of the social sciences—history, economics, political science—and have given promise of original contribution to a particular field of study. It is desirable that they possess qualities of leadership, a spirit of service, and an intention to devote their efforts to the betterment of social conditions through teaching in its broad sense, journalism, politics, or field work.

Preference is given to candidates planning to do advanced work in the field of the social sciences, but awards may also be made to candidates who are planning to go to theological school in preparation for a career in the ministry and to those from other fields than the social sciences who are preparing for a career in teaching in secondary schools or colleges.

The fellowships are for one year but, upon reapplication, may be approved for one or two additional years, depending upon the nature of the subjects investigated or upon other circumstances which, in the judgment of the committee, warrant a variation in the length of tenure.

The stipend will vary according to the circumstances of the appointment. Awards will depend upon those aspects of individual cases which, in the judgment of the committee, most suitably fulfill the purpose of the foundation.

These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The John Mason Clarke 1877 Fellowship in Paleontology and Geology. A fund from the estate of Noah T. Clarke was established in memory of his father, John Mason Clarke 1877, to provide income for a fellowship or fellowships for the pursuit of studies in paleontology or geology, preferably in the New York State Museum in Albany, New York.

The Evan Carroll Commager Fellowship. This fund, established by Professor Henry Steele Commager in memory of his late wife and "as a testimony to her affection for this College," enables an Amherst student to study at Cambridge University. The fellowship is for one year but, upon reapplication, may be approved for a second year. The award is open to any student, with preference to Seniors and to those applying to Peterhouse, St. John's, Trinity, or Downing College.

The Henry P. Field Fellowships. Two fellowships are available from the income of the bequest of the late Henry P. Field 1880 to promote graduate study in the fields of English and history. Appointments are made annually by the College on the recommendation of the departments of English and history.

The Warner Gardner Fletcher Fellowship. The income from a gift from the late Warner Gardner Fletcher '41 is awarded to "pursue work for the improvement of education." Preference is given to candidates who are engaged in the study of education and then to candidates for the Master of Arts in Teaching.

Seth E. Frank '55 Fellowship. Established in 1997 by Seth E. Frank '55, the income from this fund is to be used annually for post-graduate work by a graduate of Amherst College. The fellowship is to be awarded to a graduate who has demonstrated exceptional ability, interest, and achievement in the area of International Relations. The fellowship is not limited to graduate study but may be awarded for other endeavors which are international in scope.

The Roswell Dwight Hitchcock Memorial Fellowship. A fund, established by the Alpha Delta Phi Fraternity, provides an annual award to a member or members of the Senior Class for excellence in history and the social and economic sciences. The holder of the fellowship pursues for one year a course of study in history or economics, to be completed within the period of two years next following graduation.

The Rufus B. Kellogg University Fellowship. The income from the fund, established by the late Rufus B. Kellogg 1858, provides certain prizes, and a fellowship award for three years to a graduate of Amherst College, who shall be appointed upon the following conditions: The Fellow is elected by the Faculty on the recommendation of the Faculty Committee on Student Fellowships. Consideration is given to Seniors or members of the classes graduated in the preceding six years. The fellowship is awarded to that graduate who, in the judgment of the Faculty, is best equipped for study and research, without regard to any other considerations, except that the Fellow should have an especially good knowledge of at least one modern foreign language and should have had at least one year of Latin in preparatory school or college. The three years shall be spent by the Fellow at a German university or other approved institution, for the study of philosophy, philology, literature, history, political science, political economy, mathematics or natural science. At least one college term of the final year shall be spent by the Fellow at Amherst College, to give lectures on a subject selected by the Fellow and approved by the Trustees. The lectures shall be published in book form or in a learned journal. This fellowship will not be offered again until 2004-05.

The Sterling P. Lamprecht Fellowship. From the income of this fund, fellowships are awarded to recent graduates of Amherst College for the pursuit of philosophy. Upon reapplication, these fellowships may be approved for a maximum of three years. They need not be awarded at all in one particular year, and it might be, if there were no suitable graduates, awarded to an undergraduate, in which case it would be known as the Sterling P. Lamprecht Scholarship. Preference, however, would be given for graduate study.

The Edward Poole Lay Fellowship. The income from a fund, established by Frank M. Lay 1893 and Mrs. Lay, in memory of their son Edward Poole Lay '22, provides fellowships to graduates who have shown unusual proficiency and talent in music and who desire to continue studies in the field. Preference is given to candidates who are proficient in voice. In the event that there are no qualified candidates in the musical arts (especially voice and instrumental music), they may be awarded to qualified candidates in the field of the dramatic arts. These fellowships are awarded by the Board of Trustees upon the recommendation of the Faculty Committee on Student Fellowships.

The Forris Jewett Moore Fellowships. These fellowships, in three fields of study, were established in memory of Forris Jewett Moore 1889 by his widow, Emma B. Moore.

(1) A fellowship to graduates distinguished in the study of chemistry while undergraduates, who desire to engage in further study of that subject. Preference is given to eligible candidates for the field of organic chemistry.

(2) A fellowship to graduates distinguished in the study of history while undergraduates, who desire to engage in further study of that subject.

(3) A fellowship to graduates distinguished in the study of philosophy while undergraduates, who desire to engage in further study of that subject.

The George Stebbins Moses Memorial Fellowship. This memorial fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around person qualified in all respects as a religious and moral leader and a lover of ordinary people, and who is qualified scholastically to meet the calling of a theological career creditably. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration. The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The George A. Plimpton Fellowships. These fellowships, established by the Board of Trustees in memory of George A. Plimpton 1876, a member of the Board from 1890 to 1895 and from 1900 to 1936, and President of the Board from 1907 to 1936, are awarded *without stipend* to Seniors who are of outstanding scholastic ability and promise, who plan to continue their studies in graduate school, and who are not in need of financial assistance. These fellowships are awarded by the Board of Trustees on recommendation of the Faculty Committee on Student Fellowships.

The C. Scott Porter Memorial Fellowship for Graduate Study. Established in 1972 by the family of C. Scott Porter '19, mathematics professor, 1924-31, and Dean of the College from 1931-1966, the C. Scott Porter Memorial Fellowship is awarded annually to a graduate for further study without restriction as to department or field.

The Lloyd I. Rosenblum Memorial Fellowship. Established in 1997 for his son, Peter M. Rosenblum '70, and other family members, the fellowship is to be awarded annually to a graduate of Amherst College embarking on his or her first year of graduate studies in the fields of botany and biology. Each beneficiary should be a person who demonstrated significant promise in the relevant fields of study as an undergraduate at Amherst College. The fellowship is to be awarded solely on the basis of merit and without regard to race, sex, religion, gender, or nationality.

The Charles B. Rugg Fellowship. Established in memory of Charles Belcher Rugg '11, this fellowship is awarded to a graduate for the study of law. The award may be renewed for a second or third year upon recommendation of the Faculty Committee on Student Fellowships.

The John Woodruff Simpson Fellowships and Lectureships. A fund was established in memory of John Woodruff Simpson 1871 by his wife and daughter. Income from the fund provides: (1) A fellowship for the study of law; (2) A fellowship for the study of medicine; (3) A fellowship for the study of theology, without regard to creed or religious belief; (4) A fellowship for study at any school, college or university in preparation for the teaching profession; (5) A fellowship for use in graduate study at the Universities of Oxford or Cambridge in England or at the Sorbonne in Paris. The fund may also be used to secure from time to time from England, France or elsewhere, scholars for the purpose of delivering lectures or courses of instruction at Amherst College.

These fellowships are awarded by the Board of Trustees upon the recommendations of the Faculty Committee on Student Fellowships.

The Benjamin Goodall Symon, Jr., Memorial Fellowship. This fellowship is awarded to a graduate who has been accepted by a recognized divinity school, who has good reason to seek financial aid, who seems to be an all-around individual qualified in all respects as a religious and moral leader, and who is qualified scholastically to meet the calling of a theological career creditably, although the student may plan to use the divinity school training for work in another field. The candidate need not be an outstanding student, but improvement in the upperclass years, dedication, and a sense of purpose will be given great consideration.

The fellowship may be renewed for a second or third year at the discretion of the Committee. More than one fellowship may be awarded in any given year.

The Roland Wood Fellowship. Awarded annually on recommendation of the Department of Theater and Dance as a fellowship to one or more promising and deserving graduates of Amherst College for continued study in or of the theater.

DEPARTMENTAL FELLOWSHIPS

French Department Fellowship. The French Department offers two exchange fellowships. The appointments will be made by the Department after an announcement at the beginning of March and interviews. Amherst seniors with a high proficiency in French may apply.

> **The University of Dijon Assistantship.** This fellowship is an appointment as teaching assistant in American Civilization and Language for one year at the University of Dijon. The fellowship offers a stipend paid by the French government and free admission to courses at the University.
>
> **Exchange Fellowship, Ecole Normale Supérieure in Paris.** This fellowship is without stipend but offers a room at the Ecole Normale Supérieure and admission to any university course in Paris.

The Edward Hitchcock Fellowship. This fellowship, established by the late Mrs. Frank L. Babbott of Brooklyn, N.Y., is available for study in the department of physical education. Its object is to make the student familiar with the best methods of physical training, both in the gymnasium and on the field. The appointment is made by the Faculty upon the recommendation of the Department of Physical Education and Athletics.

Fellows

Paul Abelsky '99, *Forris Jewett Moore and Henry P. Field Fellow in History.* Yale University.

Aina Abiodun '94, *Edward Poole Lay Fellow in Film Production.* University of California at Los Angeles.

Meggan Jennell Arp '01, *George A. Plimpton Fellow in Classical Studies.* University of Pennsylvania.

Timothy Aubry '98, *John Woodruff Simpson and Henry P. Field Fellow in English Literature.* Princeton University.

Arthur W. Bahr '97, *John Woodruff Simpson Fellow in Medieval English Literature.* University of California at Berkeley.

H. Gregory Baker '01, *John Woodruff Simpson Fellow in Law.* Columbia University School of Law.

Soyini Baten '97, *John Mason Clarke 1877 Fellow in Geology.* Northern Arizona University.

Kent B. Berg '99, *John Woodruff Simpson Fellow in Medicine.* Tufts University School of Medicine.

Matthew Bevers '01, *C. Scott Porter Memorial Fellow in Medicine.* School not known.

David J. Bloch '97, *John Woodruff Simpson Fellow in Law.* Harvard Law School.

Scott Bolman '97, *Roland Wood Fellow in Theatrical Design.* Yale School of Drama.

Rebecca N. Brannon '97, *Forris Jewett Moore Fellow in Early American History.* University of Michigan at Ann Arbor.

Gilberto Bultron '97E, *John Woodruff Simpson Fellow in Medicine.* University of Cincinnati College of Medicine.

Jennifer Burch '97E, *John Woodruff Simpson Fellow in Medicine.* University of Connecticut.

Melissa K. Byrnes '00, *Seth E. Frank '55 Fellow in International Relations.* Georgetown University.

Maria Vita Calkins '84E, *Warner Gardner Fletcher Fellow in Higher Education Policy and Research.* University of Massachusetts at Amherst.

Leon Calleja '00, *Forris Jewett Moore Fellow in Philosophy.* Harvard University.

Cory Caswell '00, *Charles B. Rugg Fellow in Law.* Boston College Law School.

Jiyoun Chung '99, *Charles B. Rugg Fellow in Law.* Harvard Law School.

Yassine Daoud '99, *John Woodruff Simpson Fellow in Medicine.* Harvard Medical School.

Susan E. Darling '98, *John Woodruff Simpson Fellow in Environmental Studies.* Duke University.

Umit Singh Dhuga '01, *Amherst Memorial Fellow in Classics.* Columbia University

Nadia Direkova '01, *Edward Poole Lay Fellow in Comparative Media Studies.* Massachusetts Institute of Technology.

Christopher D. Eckman '95, *Amherst Memorial Fellow in Education.* University of Michigan.

Suzanne Edwards '97, *John Woodruff Simpson Fellow in English Literature.* University of Chicago.

Lindsay Ann Elgin '00, *Roland Wood Fellow in Photography.* Rhode Island School of Design.

Alicia Ellis '98, *Amherst Memorial Fellow in Germanic Languages and Literature.* Yale University.

Suzanne Feigelson '01, *Amherst Memorial Fellow in Psychology.* University College, London.

Steffany Fredman '96, *John Woodruff Simpson Fellow in Clinical Psychology.* University of North Carolina at Chapel Hill.

Naana Frimpong '00, *John Woodruff Simpson Fellow in Law.* Yale Law School.

Tatsuro Fujikura '91, *John Woodruff Simpson Fellow in Anthropology.* University of Chicago.

Brian Glover '96, *Amherst Memorial Fellow in English Literature.* University of Virginia.

David Goldstein '00, *Evan Carroll Commager Fellow in Classics.* Oxford University.

Cynthia Gralla '96, *John Woodruff Simpson Fellow in Comparative Literature.* University of California at Berkeley.

Josephine Hoatnyet Haduong '99, *John Woodruff Simpson Fellow in Medicine.* School not known.

Brett Lincoln Harsch '01, *John Woodruff Simpson Fellow in Law.* Columbia Law School.

Eleanor Hickerson '98, *Forris Jewett Moore Fellow in History.* School not known.

Florence Marie Jao '00, *John Woodruff Simpson Fellow in Law.* Georgetown University Law School.

Julia Davis Kent '97, *John Woodruff Simpson Fellow in English and American Literature.* The Johns Hopkins University.

Josh Kershenbaum '96, *John Woodruff Simpson Fellow in Law.* School not known.

Adam T. Kerstien '00, *Forris Jewett Moore Fellow in Bioorganic Chemistry.* California Institute of Technology.

Hyejean Jessica Kim '00, *Amherst Memorial Fellow in Creative Writing.* University of Oregon.

Malgosia Krasowska '96, *Amherst Memorial Fellow in Comparative Literature.* University of Michigan.

Nadia Latif '01, *Amherst Memorial Fellow in Social Anthropology.* Columbia University.

Jennifer Hong Yub Lee '97, *Forris Jewett Moore Fellow in American History.* University of Chicago.

Dania Lindenberg '00, *John Woodruff Simpson Fellow in Medicine.* Cornell University.

Melissa Marie Lorenzo '99, *John Woodruff Simpson Fellow in Law.* University of Pennsylvania Law School.

Michael Muwonge David Lukoma '98, *John Woodruff Simpson Fellow in Medicine.* University of Minnesota Medical School.

Wendy Macias '97E, *John Woodruff Simpson Fellow in Medicine.* University of Vermont College of Medicine.

William H. Marinell '96, *Amherst Memorial Fellow in Education.* Harvard University.

Janina Matuszeski '97, *Roswell Dwight Hitchcock Memorial Fellow in Economics.* Harvard University.

Kimberly Joanna McKeon '00, *John Woodruff Simpson Fellow in Elementary Education.* Columbia University.

Jane Mendle '98, *Amherst Memorial Fellow in Clinical Psychology.* University of Virginia.

Matthew D. Moriarty '95, *John Mason Clarke 1877 Fellow in Archaeology.* Tulane University.

Quincy Dawson Newell '97, *Benjamin Goodall Symon, Jr., Memorial Fellow in Religious Studies.* University of North Carolina at Chapel Hill.

Sonali Pahwa '98, *Amherst Memorial Fellow in Cultural Anthropology.* Columbia University.

Jacqueline Panko '93, *John Woodruff Simpson Fellow in Medicine.* University of Vermont.

Song-Mi Suzie Park '00, *George Stebbins Moses Memorial Fellow in Divinity.* Harvard Divinity School.

Tina Pejchal '99, *John Woodruff Simpson Fellow in Medicine.* Northwestern University.

Jeremy Perlman '97, *John Woodruff Simpson Fellow in Medicine.* University of California at San Francisco.

Niambi N. Person '00, *John Woodruff Simpson Fellow in Occupational Therapy.* Boston University.

Steven E. Potter '01, *George A. Plimpton Fellow in Music Composition.* University of Sussex.

Francesca Purcell '89, *Amherst Memorial Fellow in Education.* Boston College.

Murisiku Raifu '97, *John Woodruff Simpson Fellow in Medicine.* University of Minnesota Medical School.

Naomi Reece '01, *Lloyd I. Rosenblum Memorial Fellow in Conservation Biology.* University of Minnesota.

Rina Reyes '99, *John Woodruff Simpson Fellow in Medicine.* Yale University School of Medicine.

Andrew Roche '98, *Forris Jewett Moore Fellow in Philosophy in Philosophy.* Harvard University.

Jonah Elliot Rockoff '97, *Amherst Memorial Fellow in Economics.* Harvard University.

Melvin L. Rogers '99, *Amherst Memorial Fellow in Political Science.* Yale University.

John A. Romley '94, *Amherst Memorial Fellow in Economics.* Stanford University.

Rachel L. Rubin '01, *Amherst Memorial Fellow in Computer Science.* University of California at Berkeley.

Leslie Sanchez '94E, *John Woodruff Simpson Fellow in Medicine.* University of New Mexico.

Eric Saranovitz '88, *John Woodruff Simpson Fellow in Media Ecology (Culture and Communication).* New York University.

Alissa J. Saunders '99, *John Woodruff Simpson Fellow in Medicine.* University of Massachusetts Medical School.

Jill E. Saunders '99, *John Woodruff Simpson Fellow in Medicine.* University of Massachusetts Medical School.

Sarah Gillum Sawyer '97, *Amherst Memorial Fellow in English Literature.* Middlebury College.

Ryan Schetelick '93, *Amherst Memorial Fellow in Education.* Columbia University.

Christina Schütz '00, *Rufus B. Kellogg University Fellow in Eastern European Studies.* Free University, Berlin, Germany.

Kunihiko Shimada '00, *Amherst Memorial Fellow in International Economics.* The Johns Hopkins University.

Andrew Sloat '99, *Amherst Memorial Fellow in Graphic Design.* Yale University.

Lawrence V. Snyder '96, *Amherst Memorial Fellow in Industrial Engineering.* Northwestern University.

Brent W. Sterste '00, *George Stebbins Moses Memorial Fellow in Religion.* Harvard Divinity School.

Mina Suk '99, *George Stebbins Moses Memorial Fellow in Religion.* Harvard Divinity School.

Sudha Sundaresan '96, *Forris Jewett Moore Fellow in Philosophy.* Cornell University.

Mohamedtaki A. Tejani '00, *John Woodruff Simpson Fellow in Medicine.* Dartmouth Medical School.

Brian C. Tiburzi '99, *Forris Jewett Moore Fellow in Physics.* University of Washington.

Angela A. Tokuda '00, *John Woodruff Simpson Fellow in Health Policy.* Harvard University.

Vanessa Camacho Torres '01, *Amherst Memorial Fellow in Education.* Harvard University.

Fumiaki Tosu '99, *George Stebbins Moses Memorial Fellow in Theology.* The Jesuit School of Theology at Berkeley.

Jack Turner III '98, *Rufus B. Kellogg University Fellow in Political Theory.* Princeton University.

Mark D. Villaverde '99, *John Woodruff Simpson Fellow in Law.* Cornell Law School.

Jennifer J. Wallace '97, *Amherst Memorial Fellow in Education.* University of California at Berkeley.

Michelle Walther '97, *Amherst Memorial Fellow in Education.* Harvard University.

Scott Lannon Wands '00, *Amherst Memorial Fellow in Early American Culture.* University of Delaware.

Terri Webb '94, *Amherst Memorial Fellow in Social Work.* University of Chicago.

Mark Van Wye '90, *Roland Wood Fellow in Dramatic Writing.* Independent Study.

Barrie E. Yallof '95, *John Woodruff Simpson Fellow in Veterinary Medicine.* Cornell University.

April Lynne Zenisky '97, *Amherst Memorial Fellow in Psychometrics.* University of Massachusetts at Amherst.

NATIONAL FELLOWS AND SCHOLARS

Sonali Duggal '01E, *Watson Fellow.*
Lisa Gourd '97, *Mellon Fellow.*
Matthew Hummon '02, *Goldwater Scholar.*
Stacy Kitsis '01, *Fulbright Scholar,* Estonia.
Jordan Krall '01, *Rhodes Scholar.*
Peter Kupfer '01, *Fulbright Scholar,* Germany.
Christopher Maloof '02, *Goldwater Scholar.*
Kimberly Palmer '01, *Luce Scholar.*
Sybil Paukert '01, *Fulbright Scholar,* Ukraine.
Catherine Pfaffenroth '01, *Fulbright Scholar,* Austria.
Stephen Ruckman '01, *Fulbright Scholar,* United Kingdom.
Nora Sullivan '02, *Goldwater Scholar.*
Carolyn Snyder '03, *Goldwater Scholar.*

AMHERST-DOSHISHA FELLOW

Abraham Schroeder '01, *Amherst House, Doshisha University, Kyoto.*

Prizes and Awards

AMERICAN STUDIES

The Doshisha American Studies Prize, a gift from Amherst House, Doshisha University, is awarded for the American studies honors thesis judged by the Department of American Studies as most likely to stimulate interest in and understanding of America overseas, with a view toward possible publication in Japan.

Aimee Helen Koch '01.

The George Rogers Taylor Prize is awarded to the student who, in the opinion of the American Studies Department, shows the most promise for creative and scholarly work in American Studies.

Margaret Comings Greene '01.

The Stephen E. Whicher Prize, established in memory of Stephen E. Whicher '36, is awarded for the best essay by a senior in the interpretation of American literature in the Department of English or American Studies.

See English.

ANTHROPOLOGY/SOCIOLOGY

The Donald S. Pitkin Prize in Anthropology-Sociology, established in honor of the founder of that department on the occasion of his retirement, is given to that student whose honors thesis best exemplifies the humane values to which Professor Pitkin committed his research and teaching.

Candace Elizabeth Taylor '01.

ASIAN LANGUAGES AND CIVILIZATIONS

The Doshisha Asian Studies Prize from the income of a gift from Amherst House, Doshisha University, is awarded for the best undergraduate honors thesis pertaining to Asia.

Reginald Roland Jackson '01.

ASTRONOMY

The Porter Prize, established by the late Eleazer Porter of Hadley, is awarded for proficiency in first-year astronomy.

Divided between Young May Cha '04 and Isuru Malaka Seneviratne '04.

ATHLETICS

The Manstein Family Award, given by Carl '72, Mark '74 and Joanne Manstein '83, is presented to the outstanding senior varsity athlete who has been accepted to medical school and plans a career in medicine. The prize is awarded by the Department of Physical Education.

Not awarded 2000-01.

BIOLOGY

The James R. Elster Award for research in biology was created in memory of James R. Elster '71, by his parents, Dr. and Mrs. Samuel K. Elster. This fund has been established for the purpose of providing support in the summer months for a research project to be undertaken by an undergraduate in the Department of Biology.

Nora Liddell Sullivan '02.

The Sawyer Prize is awarded to that second-semester sophomore who, in the opinion of the Biology Department, has shown the most promise as a student of biology.

Divided between Carolyn Port Snyder'03 and Jeffrey Barton Young '03.

The Oscar E. Schotté Award is given to that member of the graduating class who, in the opinion of the department, has done the best independent work in biology.

Andrew Atwell Sweitzer Oberst '01.

The Oscar E. Schotté Scholarship Prize is awarded to a member of the junior or senior class majoring in science to enable completion of a special project during the summer.
Samuel Emlen Rice-Townsend '01.

The William C. Young Prize, established in memory of William C. Young '21, is awarded to a talented student from the Biology Department to undertake a summer course, a specialized program at an advanced school or institute, a summer field program or research at a specialized laboratory.
Divided between Elizabeth Meredith Wexler '03
and John Redmond Downey Jr '03.

BIOLOGY AND GEOLOGY

The Harvey Blodgett Scholarship, established by Frederick H. Blodgett in memory of his grandfather, Harvey Blodgett of the Class of 1829, is awarded to aid student work in biology and geology in their educational phases as distinct from their more technical and strictly scientific phases.

combined with

The Phi Delta Theta Scholarship, established by the Phi Delta Theta Fraternity, is awarded as a scholarship at the Woods Hole Marine Laboratory to a student for proficiency in biology.
Jacob Mauney Cooper '02.

BLACK STUDIES

The Edward Jones Prize is given in honor of the College's first black alumnus. It is awarded by the Black Studies Department to a graduating senior for the best honors thesis which addresses a present or future issue of concern to black people in Africa and the Diaspora.
Nadia Latif '01.

CHEMISTRY

The Howard Waters Doughty Prize is awarded to that member of the senior class who, in the opinion of the Chemistry Department, has prepared the best honors thesis.
Divided between Jordan Asher Krall '01 and Stephen Soukasene '01.

The Frank Fowler Dow Prizes, established by Fayette B. Dow in memory of his father, are awarded to a senior preparing to enter medical school and whose undergraduate work indicates a career of distinction in medicine.
Divided between Christina Beth Lynch '01 and Esther Heidi Rodriguez '01.

The Everett H. Pryde Research Award is presented annually to a senior who has been an outstanding teaching assistant in chemistry and who shows great promise for carrying out research in science or medicine.
Divided between Robert Burton Long '01 and Jonathan Christopher Min '01.

The White Prize is awarded by the Chemistry Department to that chemistry major in the junior class who seems most likely to benefit from a summer's research experience at Amherst. It consists of a summer fellowship.
Philip Tang Chiu '02.

The David R. Belvetz '54 Memorial Fund Award in Chemistry was established by family and friends of David R. Belevetz and is awarded to support the work

of an Amherst student engaged in preparing a senior honors thesis, as determined by the Chemistry Department Faculty.
Divided between Jozef Romuald Lewandowski '02
and Catherine Bradshaw Poor '02.

CLASSICS

The Anthony and Anastasia Nicolaides Award, established by Cleanthes Anthony Nicolaides '68, in honor of his parents and in testimony of their belief in the goodness of science, is awarded to the senior who presents the best thesis on the topic of Greek science and mathematics from Homeric times to 1453 A.D.
Meggan Jennell Arp '01.

COMPUTER CENTER

The Computer Center Prize is awarded for outstanding contributions in the application of the computer to a broad range of academic disciplines, and for generous help to many students and faculty at the Computer Center.
Yumiko Nakagawa '01.

COMPUTER SCIENCE

The Computer Science Prize is awarded to a senior who has completed an honors thesis and who, in the opinion of the Department of Mathematics and Computer Science, has achieved the best performance in the study of computer science. The award is based on the thesis and overall achievement in computer science.
Not awarded 2000-01.

ECONOMICS

The Bernstein Prize, funded by a gift from the Bernstein family in honor of the work their son, Jeffrey '91, did at Amherst College, is awarded to the senior who has done particularly outstanding honors work in economics.
Divided between Daniel Harris Cooper '01 and Adam Laurence Lessler '01.

The Economics Department Junior Class Prize, awarded to that member of the junior class who, in the opinion of the Economics Department, has achieved a record of excellence in the study of economics at Amherst College.
Erin Britt McHugh '02.

The Hamilton Prize, established by his former students in memory of Professor Walton Hale Hamilton, distinguished member of the Department of Economics from 1915 to 1923, is awarded to that student other than a senior who ranks highest in the introductory economics course.
Divided between Jeffrey Barton Young '03 and William Gee Roe III '04.

The James R. Nelson Memorial Award and The James R. Nelson Prize were established from the income of a fund established by former students, colleagues and friends to encourage and recognize the scholarly and humane qualities that Professor Nelson exemplified and sought to foster in his students.

The James R. Nelson Memorial Award is presented to that senior who, in the opinion of the Economics Department, has achieved excellence in the study of economics while pursuing a broad liberal education.
Dana Sydel Ginsburg '01.

The James R. Nelson Prize is awarded to the senior who, in the opinion of the Economics Department, has written a distinguished honors thesis that applies economic analysis to an important question of public policy.
Divided between Andrew Charles Plenge '01 and Ned Bearer Friend '01.

ENGLISH

The Academy of American Poets Prize is awarded annually for the best poem or group of poems, preferably on nature, submitted by an undergraduate.
Joshua Daniel Friedman '01.

The Armstrong Prize, established in part by Collin Armstrong of the Class of 1877 in memory of his mother, Miriam Collin Armstrong, is awarded to members of the freshman class who excel in composition.
Not awarded 2000-01.

The Collin Armstrong Poetry Prize, established in part by Mrs. Elizabeth H. Armstrong, is awarded to the undergraduate author of the best original poem or group of poems.
Alison Michelle Brown '02.

The Elizabeth Bruss Prize is presented to that senior English major who in the judgment of the English Department best represents those qualities of breadth and imagination exemplified by Elizabeth Bruss.
Joshua Daniel Friedman '01.

The Corbin Prize, established by the estate of William Lee Corbin of the Class of 1896, is awarded for an outstanding original composition in the form of poetry or an informal essay.
Umit Singh Dhuga '01.

The G. Armour Craig Award for Prose Composition is awarded to that junior or senior who writes the best autobiographical essay on an experience of intellectual discovery.
Thomas Edward Kingsley III '01

The Peter Burnett Howe Prize for excellence in prose fiction was established by a gift from Robert B. Howe '30 in memory of his son Peter Burnett Howe '60.
Divided between Lauren Elizabeth Groff '01 and Rebecca Wynne Johnson '03.

The Rolfe Humphries Poetry Prize is presented to that senior who has achieved the greatest sense of poetic form in his or her undergraduate writing. The award is made on the basis of three submissions to the English Department in the applicant's senior year and may include writing produced during the undergraduate years.
Sarah Hamilton Nooter '01.

The Harry Richmond Hunter Jr. Prize, established in memory of Harry Richmond Hunter Jr. '29, by his parents, is awarded to that member of the sophomore class who presents the best essay on a topic approved by the English Department.
Alexandra Carly Sacks '03.

The James Charlton Knox Prize was established by the friends of Jim Knox '70, to honor his memory and recognize his abiding interest in English literature. It is given to the outstanding English student who demonstrates the greatest integration of scholarship, interest and creativity in the study of English.
Divided between Joshua Abraham Block '01
and Suzanne Marianne Feigelson '01.

The MacArthur-Leithauser Travel Award, from the income of a gift by the MacArthur Foundation to the College in 1985 at the request of Brad Leithauser, MacArthur Fellow and Visiting Writer at the College for 1984-85, is given annually by the English Department to a sophomore or junior of creative promise who might most benefit from exposure to a foreign landscape, for the purpose of enabling the student to travel outside the continental United States.
William Charles Lopez '03.

The Ralph Waldo Rice Prize, established by Mrs. Mary Rice Jenkins in memory of her brother of the Class of 1910, is awarded for the best essay on "The Liberal College and Christian Citizenship" or any subject named by the faculty.
Eleanor Amy Goodman '01.

The Laura Ayres Snyder Poetry Prize, endowed by a gift from Jeffrey F. Snyder '60, in honor of his daughter, Laura Ayres Snyder '89, is awarded to a member of the junior class and is intended to subsidize a student-poet during the summer between his or her junior and senior years. The judges of the prize are one faculty member each from the Departments of English, Philosophy, and Physics in even numbered years and English, History, and Biology in odd numbered years.
Alison Michelle Brown '02.

The Stephen E. Whicher Prize, established in memory of Stephen E. Whicher '36 for the best essay by a senior in the interpretation of American literature in the Department of English or American Studies.
Edmund Angelo Capodilupo '01.

FINE ARTS

The Associates of Fine Arts of Amherst College Summer Fellowships in the History of Art and in the Practice of Art are intended to encourage and support proposals for programs of summer study in fine arts. Students may propose participation in an established summer program or may present proposals for individual study without restriction as to state or country. Proposals are invited from any fine arts major with at least one semester left at Amherst after the completion of the fellowship.
The Associates of Fine Arts Summer Fellowships in the History of Art:
John F. Orraca-Tetteh '02.
The Associates of Fine Arts Summer Fellowships in the Practice of Art:
Nathaniel J. Robinson '02.

The Hasse Prize, established in memory of Adrian H. Hasse '43, is awarded for the best submitted work having a human figure as a theme.
Lisa Hoong Yee Ing '01.

The Anna Baker Heap Prize, established by Arnold N. Heap of the Class of 1873, is awarded to that senior who submits the best essay in the field of "Art."
Shirin Adhami '01.

The Athanasios Demetrios Skouras Prize, given in memory of Mr. Skouras of the Class of 1936, who died in 1943 in Athens as a result of Nazi reprisal killings, is awarded to a student who, in the opinion of the Fine Arts Department, has created an outstanding work of art.
Anjali Shekhar Deshmukh '01.

The Wise Fine Arts Award is presented annually in the spring to a student in the College for distinction in the completion of an original work or works of art and the purchase thereof. The prize-winning work of art will become the property of the Trustees of Amherst College.

Jason Keiser Hopkins '01.

FRENCH

The Jeffrey J. Carre Award, established in 1983 by his family, friends, professional colleagues and students, is presented to a sophomore or junior who has demonstrated excellence in the French language. The prize is to be used toward travel in France during the summer following the award.

Ivo Valentinov Gatzinski '02.

The Frederick King Turgeon Prize in French Literature was established by former students of Professor Turgeon upon the occasion of his retirement. It is used for the award of a book to the student who has done particularly distinguished work in French during the year.

Divided between Adam Issac Gehrie '01 and Andrew Charles Plenge '01.

GEOLOGY

The Richard M. Foose Scholarship Prize, established by alumni and friends to honor Professor Richard M. Foose at the time of his retirement after 23 years of service to Amherst College, is awarded annually to a student or students on the recommendation of the Department of Geology, to support summer field/research in geology.

Jaime Elizabeth Ratner '02.

The Walter F. Pond Prize, established in honor of Walter Pond '07, is awarded to the senior who has submitted the best honors thesis in geology.

Daniel Owen Breeker '01.

The David F. Quinn Memorial Award is awarded in memory of David Quinn '80 to an outstanding senior who, during his or her undergraduate career, has made a positive contribution to geology at Amherst through character, leadership, enthusiasm, and participation in departmental activities.

A. Alexander Gordon Webb '01.

The Warren Stearns Prize is awarded to that student at the end of the junior year who, in the judgment of the staff of the Department of Geology, has shown the greatest promise for success as a geologist. The prize consists of a Brunton compass with field case, the most versatile field tool of the geologist.

Lauren Michelle Smith '02.

GERMAN

The Consulate General Prize for Academic Achievement in German Literature, made available by the Consulate General of the Federal Republic of Germany in Boston, is awarded to that student who, in the judgment of the Department of German, has written the best paper as part of a German course.

Divided between Jeremy Alan Basescu '02 and Anna Gabriela Wieckowski '03.

The Consulate General Prize for German Studies is made available by the Consulate General of the Federal Republic of Germany in Boston. It is awarded to that junior or senior who, in the judgment of the Department of German, has made a superior contribution to any aspect of German studies.

David Anthony Nuss '03.

GREEK

The William C. Collar Prize, established by William C. Collar of the Class of 1859, is awarded to the member of the freshman class who has made on a written examination the best version in English of a previously unseen page from some Greek author.

Thomas Matthew Harada '04.

The Hutchins Prize, established by Waldo Hutchins of the Class of 1842, is awarded to a senior for excellence in Greek.

Divided between Sarah Hamilton Nooter '01 and Rachel Claire Orkin-Ramey '01.

HISTORY

The Asa J. Davis Prize is awarded to a student who has demonstrated outstanding achievement in the study of the History of Africa and the Black Diaspora and whose work best reflects the comprehensive interest of Asa Davis in historical and cultural contacts between Africa, the Old World and the Americas.

Divided among Christopher James Kuipers '01, Kimberly Shearer Palmer '01 and Joshua Lane Shapiro '01.

The Alfred F. Havighurst Prize, intended for the purchase of books, is awarded to that major in the Department of History who has in four years at Amherst best fulfilled the standards of excellence and humane scholarship exemplified by Professor Havighurst during his teaching career at Amherst College.

Divided among Doris Howes Calloway '01, Katharina Plück '01 and Stephen Isaiah Vladeck '01.

JOURNALISM

The Samuel Bowles Prize, established by Samuel Bowles King '02, to stimulate interest in journalism as a career, is awarded to a student who has demonstrated proficiency in journalism.

Divided among Suzanne Marianne Feigelson '01, Alissa Rachel Kahn '01 and Kimberly Shearer Palmer '01.

LATIN

The Bertram Prizes, established by John Bertram of Salem, are two prizes awarded to students who, together with attaining a high average in the Latin courses of the senior year, present the best essays connected with these courses.

Senior First: Benjamin Dox Reichard '01.
Senior Second: James Richard Lowery Jr. '01.

The Billings Prizes were established by Frederick Billings in memory of Parmly Billings of the Class of 1884. Two prizes are awarded for general excellence in the Latin courses of the sophomore year, together with the best essays on special topics connected with the authors read in that year.

Sophomore First: Seth Gilbert Bernard '03.
Sophomore Second: Andrew Alexander Cohen '03.

The Crowell Prizes were established in memory of Edward Payson Crowell of the Class of 1853. Two prizes are awarded—one for the highest scholarship in freshman Latin courses and the other to the students who, together with attaining a high average in the Latin courses of the junior year, present the best essays on some approved topic connected with the junior Latin course.

Freshman First: Lisa Marie Blumsack '04.

Freshman Second: Katharine Ariela Deutsch '04.
Junior First and Second combined and divided between:
Jonathan Michael Tisdell '02 and Paul Michael Williams '02.

The Dr. Ernest D. Daniels Latin Prize, established in honor of Dr. Daniels of the Class of 1890, is awarded to the graduating senior who has submitted the best honors thesis on a Latin subject.

Divided between Meggan Jennell Arp '01 and Umit Singh Dhuga '01.

LAW, JURISPRUDENCE AND SOCIAL THOUGHT

The Robert Cover Prize honors the memory of Robert Cover, a distinguished legal scholar whose work inspired the humanistic conception of law in the liberal arts embodied in Amherst's Department of Law, Jurisprudence and Social Thought. It is given annually to a graduating senior for distinguished achievement in that major.

Anita Nabha '01.

LIBRARY

The Frederick S. Lane '36 Prizes (formerly known as Friends of Amherst College Library Prizes) for Student Book Collections are awarded to the entrants in the Student Book Collection Competition who demonstrate strong interests in book collecting and who present good, beginning collections.

First: Umit Singh Dhuga '01.
Second: Catherine Akiko Itaya '04.
Third: Not awarded 2000-2001.

The Frederick S. Lane '36 Prize for Excellence in Book Collecting (formerly known as the M. Abbott Van Nostrand Prize for Excellence in Book Collecting) is awarded by the Friends of Amherst College Library to the entrant in the Student Book Collecting Competition who demonstrates considerable experience, knowledge, and ability in the field of book collecting.

Bilal Ahsan Malik '01.

MATHEMATICS

The Robert H. Breusch Prize is awarded to the senior who, in the opinion of the faculty in mathematics, has presented the best honors thesis in mathematics.

William Edward Gryc '01.

The Walker Prizes were established by William J. Walker of Newport, Rhode Island. Two prizes are awarded for proficiency in mathematics of the first year and two prizes for proficiency in mathematics of the second year. In each case the award is determined by an examination.

Freshman First and Second combined and divided between Ke Li '04
and Ana Maria Mocanu '04.
Sophomore First: Alexandru Marian Bacu-Colfescu '03.
Sophomore Second: Shawn Young Choi '03.

MUSIC

The Sylvia and Irving Lerner Piano Prize is awarded to that student who has demonstrated the greatest skill and musicianship as a pianist.

Divided between Dan Tam Thi Do '01 and Ke Tony Xu '01.

The Mishkin Prize, established by the Friends of Music, is awarded in memory of Professor Henry G. Mishkin to that senior selected by the Department of Music who produces the best thesis on a critical or musical topic.

Divided between Eleanor Amy Goodman '01 and Peter Anthony Kupfer '01.

The Lincoln Lowell Russell Prize, established by J. W. Russell Jr. of the Class of 1899 in memory of his son, is awarded to the seniors who have done most to foster the singing spirit at Amherst.

Mollie Spector Stone '01.

The Eric Edward Sundquist Prize, established in memory of Mr. Sundquist of the Class of 1936, is awarded to that senior who has demonstrated excellence in musical composition and performance.

Divided between Steven Eugene Potter '01 and Eric Kenneth Wubbels '01.

NEUROSCIENCE

The James Olds Memorial Neuroscience Award, established by the Swerdlow Family Foundation in recognition of the contributions made to the neurosciences by Dr. Olds of the Class of 1947, is presented to the student whose research in the neurosciences is judged, by the faculty of the Neuroscience Program, to be of highest quality.

Divided between Anna Margaret Bender '01 and Matthew Bradford Bevers '01.

PHILOSOPHY

The Gail Kennedy Memorial Prize is awarded to a senior major in Philosophy in recognition of a distinguished honors essay.

Seth Remy Yohalem '01.

PHYSICS

The Bassett Physics Prizes were established by Preston Rogers Bassett '13. Two prizes may be awarded each year to those students who have distinguished themselves by the excellence and maturity of their performance in the class and laboratory work of the first course in Physics.

First and Second combined and divided between Jessica Anna Cabot '03 and Philip Tang Chiu '02.

The William Warren Stifler Prize, established by Professor Stifler, is awarded to a senior who has majored in physics and especially excelled in the course on electricity and magnetism.

Benjamin Jacob Samelson-Jones '01.

POLITICAL SCIENCE

The Densmore Berry Collins Prize in Political Science is given annually in memory of Mr. Collins, of the Class of 1940, for the best honors thesis in political science.

Divided between Jason Robert Hart III '01 and Jason Kauahooululaunaheleonakuahiwi Stearns '01.

PSYCHOLOGY

The Haskell R. Coplin Memorial Award, established in memory of Mr. Coplin, Professor of Psychology, recognizes that member of the graduating class who, in the opinion of the Psychology Department, displays the scholarly and humane

qualities that best exemplify Professor Coplin. The prize is to a senior who has shown distinguished work in psychology classes and in an honors thesis, and who has contributed to the life of the department.
David Alan Reichstein '01.

PUBLIC SPEAKING

The Bancroft Prizes, established by Frederic Bancroft of the Class of 1882, are awarded to the two seniors who produce the best orations. Both composition and delivery are considered.
First: David Charles Azoulay '01.
Second: Seth Remy Yohalem '01.

The Gilbert Prize, established by William O. Gilbert of the Class of 1890, is awarded to a member of the junior class who produces the best oration. Both composition and delivery are considered in making the award.
First: Sarah Helen Michelson '01.
Second Nicholas Aaron Almendares '02.

The Hardy Prizes, established by Alpheus Hardy of Boston, are awarded for excellence in extemporaneous speaking.
First: David Charles Azoulay '01.
Second: Daneil Robert Johnson '01.

The Kellogg Prizes, established by Rufus B. Kellogg of the Class of 1858, consist of two prizes that are awarded to members of the sophomore or freshman classes for excellence in declamation.
First: Daniel Agustin Murillo '03.
Second: Elaine Harris Ewing '04.

The Rogers Prize was given by Noah C. Rogers of the Class of 1880 and is awarded for excellence in debate.
Jordan Benjamin Segal '02.

RELIGION

The Moseley Prizes, established by Thomas Moseley of Hyde Park, are awarded to seniors for the best essays on a subject approved by the Department of Religion.
First and Second combined and divided between Noah Tatelbaum Winer '01 and Elizabeth Anne Nichols '01.

RUSSIAN

The Carol Prize in Russian, given by David James Carol '77 in honor of his parents, Joseph and Roberta, is awarded to the student who has demonstrated the greatest dedication and commitment to Russian.
Divided between Karlis Pauls Kirsis '01 and Stacy Melissa Kitsis '01.

The Mikhail Schweitzer Memorial Book Award, established by students, parents and friends in fond memory of Mikhail Schweitzer, survivor of the Soviet Gulag, author, and custodian at Amherst College, for the award of books to the student who, in the judgment of the Russian Department, most shares Misha Schweitzer's love of Russian literature and culture.
Stacy Melissa Kitsis '01.

SPANISH

The Pedro Grases Prizes for Excellence in Spanish is given by a member of the Class of 1939 to honor a great teacher and cordial scholar. It is awarded each year to that senior who has shown the greatest progress in the ability to read Hispanic literature with insight and to write and speak Spanish with intelligence and humane sensitivity.

Divided between Tiffany Anne Johnston '01 and Rebecca Justine Klein '01.

THEATER AND DANCE

The Raymond Keith Bryant Prize, an annual gift from Robert E. and Ethel M. Bryant in memory of their son of the Class of 1936, is awarded to that student who, in the opinion of the judges, gives the best performance of the year in a Masquers' play.

Divided among Marina Libel '01, Jonathan Thomas Mosley '01 and Robert Joseph Michael O'Hare III '01.

SCHOLARSHIP AND CITIZENSHIP

The Addison Brown Scholarship from a fund established by Addison Brown of the Class of 1852, is awarded to that senior who, being already on the scholarship list, has attained the highest standing in the studies of the freshman, sophomore and junior years.

Eric Kenneth Wubbels '01.

The Samuel Walley Brown Scholarship, established by Samuel Walley Brown of the Class of 1866, is awarded to that member of the junior class who, in the estimation of the Trustees, ranks highest in his/her class in character, class leadership, scholarship, and athletic ability.

James Bradford Patchett '02.

The Charles W. Cole Scholarship is awarded each year to the undergraduate with an established financial aid need, who, after two years at Amherst, stands highest in the academic rank of the sophomore class. The recipient will be designated "Charles W. Cole Scholar" and will carry the award for the junior and senior years at Amherst.

Divided between Peter Joshua Juran '02 and Laura Jennifer Ostapenko '02.

The Charles Hamilton Houston Fellowship is an annual gift awarded to a graduating senior who best personifies a commitment to realizing his or her humane ideals, much in the way Charles Houston '15 devoted his life to the struggle for equal protection under the law for African-Americans in the United States.

Ilana Ruth Foss '01.

The Howard Hill Mossman Trophy, awarded annually to the member of the senior class who has brought, during his/her four years at Amherst, the greatest honor in athletics to the Alma Mater—the word "honor" to be interpreted as relating both to achievement and to sportsmanship.

Brian James Daoust '01.

The Gordon B. Perry Memorial Award is given to a freshman in good academic standing, whose participation and attitude in freshman athletics and other activities are outstanding.

Shannon Marie Russell '04.

The Psi Upsilon Prize was established by the Gamma Chapter of Psi Upsilon in 1941 on the occasion of the centennial anniversary of the founding of the Chapter. The prize is awarded to that member of the graduating class who is considered preeminent in scholarship, leadership, athletics and character.
Stephen Merrill Ruckman '01.

The John Sumner Runnells Memorial, established in memory of John Sumner Runnells of the Class of 1865, is awarded to that member of the junior class who, in the opinion of the Trustees of the College, is preeminent in his/her zeal for knowledge and industry to attain it.
Divided between Kemuel Delshanda Durham '02 and Zeeya Jamal '02.

The Obed Finch Slingerland Memorial Prize is awarded by the Trustees of the College to a member of the senior class, who has shown by his/her own determination and accomplishment the greatest appreciation of and desire for a college education.
Divided between Nadya Alexandrova Direkova '01
and Aura Alegra Eroy-Reveles '01.

The Stonewall Prize, established by David L. Kirp '65 and other alumni, is awarded annually to that student who produces a work of exceptional intellectual or artistic merit pertaining to the gay, lesbian or bisexual experience.
David Charles Azoulay '01.

The Woods-Travis Prize, an annual gift in memory of Josiah B. Woods of Enfield and Charles B. Travis of the Class of 1864, is awarded for outstanding excellence in culture and faithfulness to duty as a scholar.
Katharina Plück '01.

Enrollment

New York	283
Massachusetts	253
California	197
New Jersey	105
Connecticut	104
Maryland	66
Pennsylvania	64
Florida	59
Virginia	45
Illinois	43
Ohio	41
District of Columbia	23
Missouri	20
Texas	20
Colorado	19
New Hampshire	19
Washington	19
Maine	18
Minnesota	18
Oregon	14
Tennessee	14
Vermont	14
Georgia	13
North Carolina	13
Rhode Island	13
Hawaii	10
Wisconsin	10
Delaware	9
Michigan	8
Alabama	7
Louisiana	7
Kansas	6
Iowa	5
Kentucky	5
New Mexico	5
South Dakota	4
Utah	4
Arizona	3
Indiana	3
South Carolina	3
A.P.O.	2
Arkansas	2
Nevada	2
Montana	2

Puerto Rico	2
West Virginia	2
Wyoming	2
Alaska	1
Idaho	1
Mississippi	1
North Dakota	1
Oklahoma	1
Nebraska	0
U.S. Possessions	0
Total	1605

NON-USA

Canada	7
India	6
South Korea	6
Greece	5
Japan	4
Pakistan	4
Republic of China (Taiwan)	4
Singapore	4
Brazil	3
Jamaica	3
People's Republic of China	3
Romania	3
United Kingdom	3
Botswana	2
Bulgaria	2
Kenya	2
Philippines	2
Russia	2
Bangladesh	1
Chile	1
France	1
Germany	1
Israel	1
Poland	1
Slovakia	1
Sri Lanka	1
Switzerland	1
Turkey	1
Ukraine	1
Total	77
Grand Total	1682

SUMMARY OF ENROLLMENT FALL 2000*

Seniors, Class of 2001	452
Juniors, Class of 2002	359
Sophomores, Class of 2003	424
First-Year Students, Class of 2004	435
Subtotal	1,670
Exchange Students	
Full Time	11
Part Time	0
Subtotal	1,681
Special Students	
Full Time	0
Part Time	13
Grand Total	1,694

*Not included are the 83 students who were on leaves of absence away from Amherst as of the first semester, 2000-2001.

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Any student in an educational or vocational training institution, other than a religious or denominational educational or vocational training institution, who is unable, because of religious beliefs, to attend classes or to participate in any examination, study, or work requirement on a particular day shall be excused from any such examination or study or work requirement, and shall be provided with an opportunity to make up the examination, study, or work requirement missed because of such absence on any particular day; provided, however, that such makeup examination or work shall not create an unreasonable burden upon such school. No fees of any kind shall be charged by the institution for making available to the said student such opportunity. No adverse or prejudicial effects shall result to students because of availing themselves of the provisions of this section.

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